



Baxter Academy
54 York Street
Portland, ME 04101

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2017

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Charter Renewal Process

According to §2411 Charter Term and Renewal a charter may be renewed for successive terms of 5 years, although an authorizer may grant a renewal for a term not to exceed 15 years based on the performance, demonstrated capacities and particular circumstances of each public charter school. An authorizer may grant renewal with specific conditions for necessary improvements to a public charter school.

No later than June 30th of a public charter school's 4th year of operation under each 5-year term of a charter contract, the authorizer shall issue a public charter school performance report. If the charter of the public charter school is expiring, the authorizer shall offer charter renewal application guidance to the school. The performance report required in this subsection must summarize the public charter school's performance record to date, based on the data required by this chapter and the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer concerning the school that may jeopardize its position in seeking renewal if not timely rectified. The school must be given the opportunity to respond to the performance report and submit any corrections or clarifications for the report. The renewal application guidance required must include or refer explicitly to the criteria and standards that will guide the authorizer's renewal decisions, which must be based on the performance framework under § 2409. The renewal application guidance must, at a minimum, require and provide an opportunity for the public charter school to:

- (1) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
- (2) Describe improvements undertaken or planned for the school; and
- (3) Detail the school's plans for the next charter term.

No later than September 30th of a public charter school's 5th year of operation under a term of a charter contract, or September 30th of a public charter school's final authorized year of operation under a term of a charter contract, the governing board of a public charter school seeking renewal shall submit a renewal application to the Maine Charter School Commission pursuant to any renewal application guidance offered by the Maine Charter School Commission.

The Maine Charter School Commission shall rule by resolution on a renewal application under this section no later than 45 days after the filing of the renewal application. In making charter renewal decisions, every authorizer shall:

- A. Ground its decisions in evidence of the public charter school's performance over the term of the charter in accordance with the performance framework under §2409;
- B. Ensure that data used in making renewal decisions are available to the public charter school and the public; and
- C. Provide a public report summarizing the evidence basis for each decision.

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or: committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.

If an authorizer revokes or does not renew a charter, the authorizer shall clearly state, in a resolution of its governing entity, the reasons for the revocation or nonrenewal. The authorizer shall include in the charter contract a description of the standards and processes under which the authorizer may pursue revocation of the charter contract. The processes must comply with §2410, subsection 2 and provide an opportunity for the public charter school to be heard prior to a decision on revocation.

The following public charter school performance report shall be issued no later than June 30th, 2017, Baxter Academy for Technology and Science's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Baxter Academy for Technology and Science's (Baxter Academy) performance record to date, and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. Baxter Academy will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

School Name	Baxter Academy for Technology and Science (BA)
Address	54 York Street, Portland, ME 04101

Governing Board	
Board Chair	Dr. Allison Crean Davis
Board Secretary	Peter Morrison
Board Treasurer	Peter Montano
Board Member	Ruth Dean
Board Member	Kim Gustafson
Board Member	Christian Sparling
Board Member	Patti Oldmixon

Principal	Michele LaForge
Executive Director	Kelli Pryor
Special Education Assistant Director	Tammy Holmes

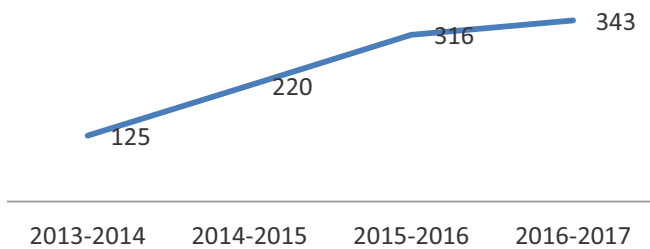
Year Opened	2013-2014 school year
Years in Operation	4
Number of Sending Districts	37
Grades Served	9-12
Current Enrollment	343 (as of October 1, 2016 "count day")
Number of Students on Waiting List	168 (as of February 2017)

Demographic Information

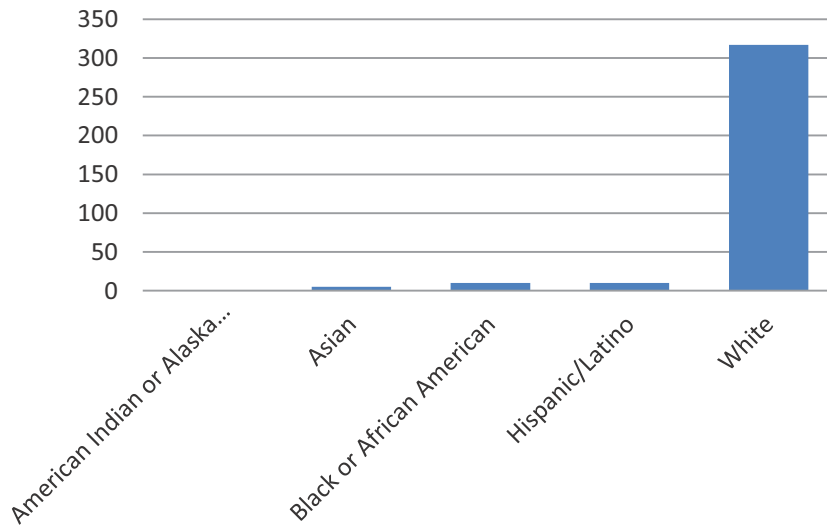
Enrollment by Grade



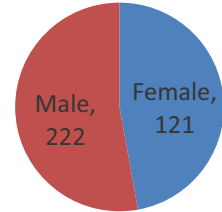
Enrollment by Year



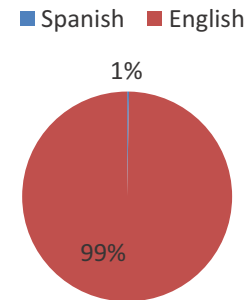
Race/Ethnicity



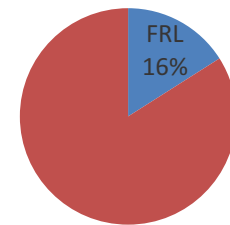
Sex



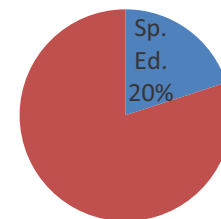
Language



Free/Reduced Lunch



Special Education



Demographic Data based on October 1, 2016 school reported data

Baxter Academy for Technology and Science Overview

Baxter Academy for Technology and Science (Baxter) is a STEM¹-focused charter high school in Portland, Maine. It features an innovative, project-based curriculum. A key feature of the school is Flex Friday, a unique program designed to invest 20 percent of the week in yearlong student-driven projects solving real-world problems.



Baxter students commute daily from 66 towns to go to school in downtown Portland where they are plugged directly into the economic engine of the state through internships, mentorships, and industry partnerships as part of their education.

In 2013 the school opened its doors at 54 York Street to 125 freshmen and sophomore students from 28 towns. Now in its fourth year, Baxter educates 342 students in grades 9-12 and has added a satellite space on Congress Street in addition to its space on York Street. Its first graduation was held in June 2016.

Baxter's mission is that inquiry leads learning. Its project-based STEM curriculum emphasizes real-world problem solving and is paired with a humanities program that connects ideas across disciplines and cultivates strong communication skills. Students design innovative projects through Flex Friday, a unique program requiring initiative, perseverance, and collaboration, as well as reflection on the work and its impact in the community.

Baxter's vision is that its students choose work that inspires their imaginations. They persevere through setbacks and innovate with curiosity, conscience, and creativity. They solve real-world problems. Baxter's students matter not only to their school, but also to a strong future for Maine.

¹ science, technology, engineering, and mathematics

Baxter Academy for Technology and Science's Performance Indicators

Indicator	2017			2016			2015			2014		
	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency	X			X ²			X			X		
Student Academic Growth	3			4			X			X		
Achievement Gaps in proficiency and growth between major student subgroups	3			5			6			X		
Student Attendance	X			X			X			X		
Recurrent Enrollment from Year to Year	X			X			X			7		
Post-Secondary Readiness	X			X			X			8		
Governance Board Performance and Stewardship	X			X			X			X		
Financial Performance and Sustainability	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
Parent and Community Engagement	X			X			X			X		
School Social and Academic Climate	X			X			X			X		

² 63.3% of graduating seniors took all three types of courses.

³ Data not available due to changes in the test.

⁴ Because of the change in the State test growth is not measurable.

⁵ Baxter Academy set baselines for achievement gaps in the 2015-16 school year.

⁶ Achievement gaps- setting baseline

⁷ Recurrent enrollment not applicable in the school's first year

⁸ Post-Secondary Readiness not applicable in the school's first year

Academic Performance

- Student Academic Proficiency: State Assessments
- Student Academic Proficiency: School Selected Assessments
- Student Academic Growth: State Assessments
- Student Academic Growth: School Selected Assessments
- Achievement Gaps

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its academic goals.

Targets:

- Proficiency on State Assessments in Reading and Math
 - Establish Baseline and target of the percentage of students scoring at “proficiency” or above on state assessments in English language arts and math – not applicable in year 1
- Proficiency on School-selected standardized tests in Reading and Math
 - Establish baseline using NWEA⁹, PSAT and Readistep¹⁰.
 - 80% of students will show that they have met 80% of their Individualized Learning Plan by the end of each academic year, documented by student portfolios and assessment records and reviewed at annual student portfolio conferences.
- Growth on State Assessment for Reading and Math – not applicable in year 1
- Growth on value-added normed individual and group assessment for English and math
- Decrease in reported gaps in proficiency between major student subgroups on Maine Assessment in Reading and Math – not applicable in year 1
- Student Proficiency on SAT – not applicable in year 1

Performance:

Baxter Academy for Technology and Science enrolled ninth and tenth grade students in its opening year, 2012-13. Because state testing at the high school level was for eleventh grade only, Baxter Academy did not have state test results during its first year.

Baxter Academy administered NWEA, PSAT and Readistep.

On the NWEA 86.5% of freshmen students and 88.2% of sophomore students scored in the Average & Above Average percentile ranges on the spring 2014 assessment of math. 57.8% of the freshmen scored at or above the Norm Grade Level Mean RIT¹¹, as did 84.3% of sophomores. On the PSAT, 53.8% were on track to be college and career ready, compared to

⁹ NWEA MAP assessment is a personalized assessment that adapts to each student's learning level—measuring student progress and growth for each student.

¹⁰ Readistep is a middle school assessment consisting of three multiple choice tests in the areas of Critical Reading, Mathematics and Writing Skills.

¹¹ RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (across grades). A RIT score has the same meaning regardless of the grade or age of the student.

39.1% nationally. On the Readistep 73% of the freshmen performed at or above the expectations in Critical Reading, and 80% at or above what is expected in Writing.

Baxter Academy students also created student portfolios. 94.7% of Baxter students created digital portfolios as the foundation of the Student-Led Conference process in the 2013-14 school year.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its academic goals.

Targets:

- Proficiency on State Assessments in Reading and Math
 - Establish Baseline and target of the percentage of students scoring at “proficiency” or above on state assessments in English language arts and
- Proficiency on School-selected standardized tests in Reading and Math
 - 80% of students will show that they have met 80% of their Individualized Learning Plan by the end of each academic year, documented by student portfolios and assessment records and reviewed at annual student portfolio conferences.
- Growth on State Assessment for Reading and Math – not applicable in year 2
- Growth on value- added normed individual and group assessment for English and math
- Decrease in reported gaps in proficiency between major student subgroups on Maine Assessment in Reading and Math – not applicable in year 2
- Student Proficiency on SAT

Performance:

Smarter Balanced Completion Rates

Third year students at Baxter, a class of 54, completed the Smarter Balanced Assessment in April and May 2015. Baxter’s Smarter Balanced test scores were 23% higher than the state average in ELA and 17% higher than the state average in Math.

ELA	% level 3 or above - Baxter	% level 3 or above - Maine
Grade 11	70%	47%

Math	% level 3 or above - Baxter	% level 3 or above - Maine
Grade 11	42%	25%

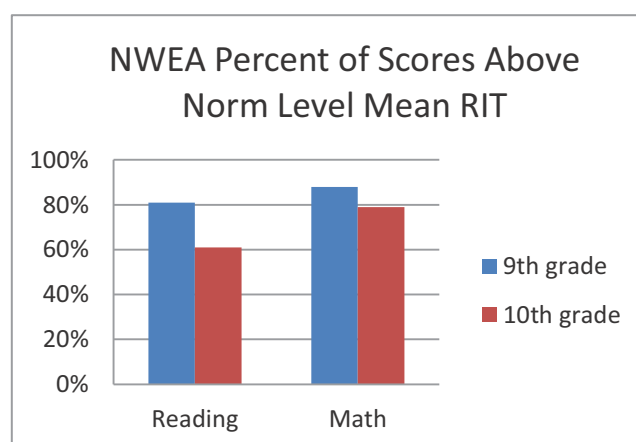
In the 2014-2015 school year, Baxter Academy tested students using the College Board PSAT and Readistep tests, as well as the NWEA test. Baxter students performed well on all standardized testing with a high percentage performing at or above grade level on the NWEA. Baxter's average PSAT and Readistep scores were at or above all state and national means.

READISTEP	Baxter Mean	State Mean	National Mean
Critical Reading	4.7	4.2	3.9
Writing	4.4	3.9	3.7
Math	4.5	4.1	3.9

PSAT - Juniors	Baxter Mean	State Mean	National Mean
Critical Reading	51.0	45.4	46.2
Writing	46.7	43.7	44.7
Math	48.7	47.1	47.9

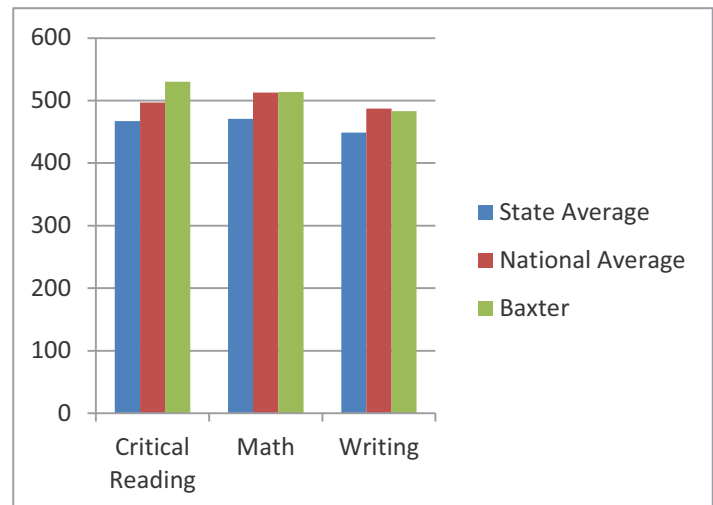
PSAT - Sophomores	Baxter Mean	State Mean	National Mean
Critical Reading	47.6	42.1	41.6
Writing	44.4	39.8	39.6
Math	43.2	43.2	41.6

On NWEA testing 81% of students in grade 9 scored at or above Norm Grade Level Mean RIT in Reading, and 61% of students in grade 10 scored at or above Norm Grade Level Mean RIT in Reading. 88% of grade 9 students scored at or above Norm Grade Level Mean RIT in Math, and 79% of students in grade 10 scored at or above Norm Grade Level Mean RIT in Math. Of 172 9th and 10th grade students, 14 students (8%) opted out of testing.



46 Baxter students took the SATs and scored in the 57th percentile overall in Reading nationally, and at the 65th percentile overall in reading when compared with other Maine students. For Math, Baxter's students were in the 48th percentile nationally and the 58th percentile for Maine students. In Writing, Baxter's students were in the 48th percentile nationally and the 57th percentile for the state of Maine.

Class of 2016 Average SAT Scores:
Reading 530, Math 514, Writing 483



Year 3, 2015 – 16

(State and National Average Data based on data from December 2014)

Baxter Academy for Technology and Science met its academic goals.

Proficiency Targets:

- Percent of students at each grade level scoring proficient on the reading portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the mathematics portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the science portions of any Maine State Assessment given in a particular year.
- Proficiency on school selected standardized test in reading and math.
- 90% or more students will have taken all three types of courses by graduation (Engineering, Design, and Fabrication) beginning with the graduating class of 2018.

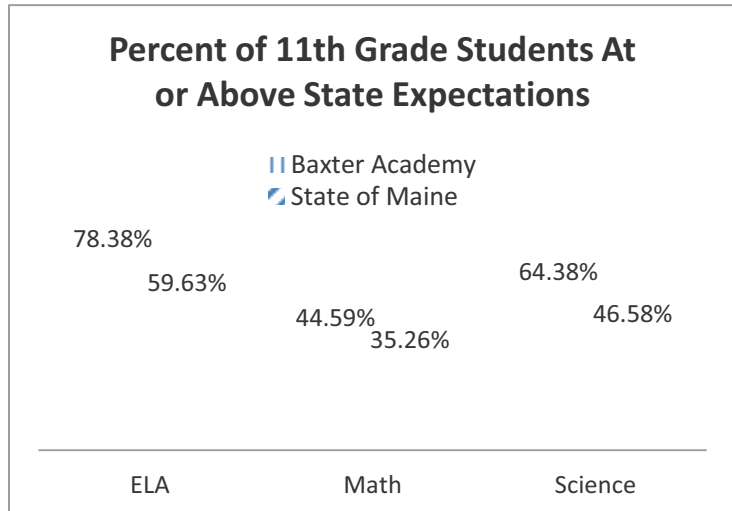
During the 2015-16 school year Baxter Academy for Technology and Science students participated in the Maine State Assessments for English Language Arts/Literacy, Mathematics, and Science.

74 students, or 97.4% of Baxter Academy 11th grade students participated in the English Language Arts/Literacy and Mathematics assessments, and 73 students, or 96%, of Baxter Academy 11th grade students participated in the Science assessment.

- 78.38% of Baxter Academy for Technology and Science students who participated in English Language Arts/Literacy testing scored "At or Above State Expectations."
- 44.59% of Baxter Academy for Technology and Science students who participated in Mathematics testing scored "At or Above State Expectations."
- 64.38% of Baxter Academy for Technology and Science students who participated in Science testing scored "At or Above State Expectations."

Baxter Academy for Technology and Science's test scores were 18.75% higher than the state average for 11th grade in ELA, 9.33% higher than the state average in Math, and 17.8% higher in Science.

On the Evidence Based Reading and Writing portion of the SAT 80% of Baxter's participants met the College Career Ready Benchmark. On the Math portion 46% met the College Career Ready Benchmark. Baxter Academy Students' average SAT score for the Evidence Based Reading and Writing portion of the SAT was 560, and for Math the average was 517.



Baxter Academy for Technology and Science students also participated in NWEA testing. NWEA testing was conducted in April 2016.

- Math: 72.6% of 9th grade students who participated scored At or Above Grade Level Mean RIT in Math, and 91.7% of 10th grade students who participated scored At or Above Grade Level Mean RIT in Math.
- Reading: 82.8% of 9th grade students who participated scored At or Above Grade Level Mean RIT in Reading, and 91.3% of 10th grade students who participated scored At or Above Grade Level Mean RIT in Reading.

Baxter Academy offered classes in engineering, design, and fabrication. Of the 305 students who attended Baxter Academy during the 2015-16 school year:

- 44.9% had taken courses in Design, Fabrication, and Engineering during their tenure at Baxter.
- 38.7% had taken courses in two of these areas.
- 14.1% had taken one course in these areas.
- 97.7% of all students (9th-12th grade) had taken at least one course in engineering, design or fabrication.

63.3% of graduating seniors took all three types of courses. With its first two graduating classes (2016 and 2017), the school was in a ramp-up period for having the capacity to meet the

requirement that 90% or more students take all three types of courses (Engineering, Design, and Fabrication) by graduation beginning with the graduating class of 2018.

Growth Targets

- Growth on State Assessment for Reading
- Growth on State Assessment for Math

Maine State Assessment was new and a baseline was established. Growth could not be measured.

Achievement Gap Targets

- Decrease in reported gaps in proficiency between major student subgroups on State Assessment in Reading.
- Decrease in reported gaps in proficiency in proficiency between major student subgroups on State Assessment in Math.

SAT results for students with an IEP showed 36% met the College and Career Ready Benchmark, as defined and reported by the College Board, for math. 54% met the met the College and Career Ready Benchmark, as defined and reported by the College Board for reading.

Year 4, 2016– 17

Baxter Academy for Technology and Science met its academic goals.

Proficiency Targets:

- Percent of students at each grade level scoring proficient on the reading portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the mathematics portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the science portions of any Maine State Assessment given in a particular year.
- Proficiency on school selected standardized test in reading and math.
- Participation in classes in fabrication, design and/or engineering:
 - For class of 2017, 85% of graduates will have taken courses in two areas
 - Beginning with the class of 2018, 80% of graduates will take courses in all three areas
 - Beginning with the class of 2018, 95% of graduates will take courses in two of three areas

Growth Targets

- Growth on State Assessment for Reading
- Growth on State Assessment for Math

Achievement Gap Targets

- Decrease in reported gaps in proficiency between major student subgroups on State Assessment in Reading.
- Decrease in reported gaps in proficiency in proficiency between major student subgroups on State Assessment in Math.

Performance:

NWEA testing is completed two times during each academic year - in fall and spring, for 9th and 10th grade students.

April 2017 NWEA	Reading		Math	
	# of participants	% At or Above Grade Level	# of participants	% At or Above Grade Level
9 th Grade	80	90%	81	84%
10 th Grade	77	90%	78	81%

72 out of 75 grade 11 students (96%) participated in the SAT in April 2017.

Subject Area	Mean	% Meeting Benchmark
Composite Score	1120	Not applicable
Math	541	61% met the established benchmark
Evidence Based Reading and Writing	579	83% met the established benchmark

Achievement Gaps in SAT/MEA

Subject Area	Mean		% Meeting Benchmark	
	Gender		Special Education Status	
	Male (n=52)	Female (n=20)	Reg. Ed. (n=55)	Special Ed. (n=17)
Composite Score	1133	1090	1152	1019
Math	560	515	559	470
Evidence Based Reading and Writing	581	575	592	538

Comparisons to last year's SAT were not made due to the redesign of the test.

91% of class of 2017 students took at least two classes in fabrication, design and/or engineering, meeting the 85% target.

Summary

	2013-14	2014-15	2015-16	2016-17
Academic Proficiency	Met	Met	Met	Met
Academic Growth	Met	Met	NA	Data not available due to change in test
Achievement Gaps	Met	NA	NA	Data not available due to change in test

Attendance and Reenrollment

- Average Daily Attendance
- Student re-enrollment
- Continuous enrollment for multiple years

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets for Attendance and Enrollment.

Targets:

- Average Daily Attendance
 - An attendance rate at least 1% above the state average for attendance, with a simultaneous goal of having rates at or above 94 %.
- Student re-enrollment
 - 90% of students enrolled on last day of school indicate intent to return the following school year
- Continuous enrollment for multiple years
 - 90% of students will maintain continuous enrollment for multiple years- not applicable in year 1

Student attendance for 2013-14 was 96.8%. The state average was 94%. Baxter Academy for Technology and Science met the target of 94% attendance and at least 1% above the state average.

91.1% of eligible Baxter Academy students re-enrolled. There were 139 students in total, 9 left during the year, 3 did not return, and 127 re-enrolled. Baxter Academy for Technology and Science met the target of 90% re-enrollment.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets for Attendance and Enrollment.

Targets:

- 90% of students enrolled on “student count day” will still be enrolled on the last day of school.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- Students enrolled continuously for multiple years

Performance:

98.6% of students enrolled at the end of the 2014-15 school year re-enrolled for the 2015-16 school year, meeting the 90% re-enrollment target.

Student Attendance Targets:

- Average Daily Attendance
- Reduce Unexcused Absences
- Dual Enrollment Rate

Performance:

Percent in attendance for 2014-15 school year was 95.37%.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets for Attendance and Enrollment.

Targets:

- An attendance rate at least 1% above the state average, with a simultaneous goal of having rates at or above 94%.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- 90% of students will maintain continuous enrollment for multiple years.

Performance:

Baxter Academy had a 94% attendance rate during the 2015-16 school year. The Maine state average for grades 9-12 for the 2015-16 school year was 93%. Baxter Academy met the target for 94% attendance rate and for having a rate at least 1% higher than the state average.

98% of students enrolled at the end of the 2015-16 school year re-enrolled for the 2016-17 school year, meeting the 90% re-enrollment target.

Baxter Academy maintained a continuous enrollment above 90%, with yearly re-enrollment being 94% or higher for three years, and met the target in this area.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets for Attendance and Enrollment.

Targets:

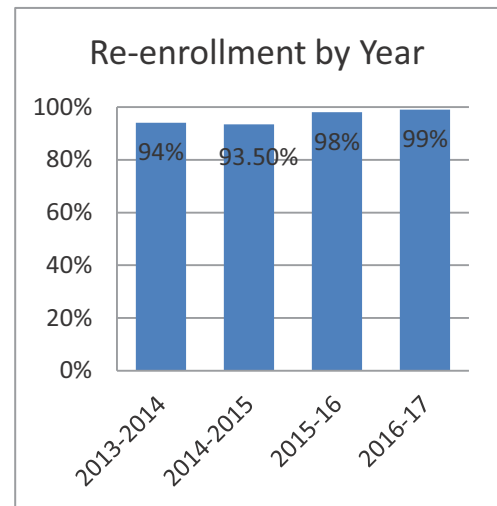
- An attendance rate at least 1% above the state average, with a simultaneous goal of having rates at or above 94%.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- 90% of students will maintain continuous enrollment for multiple years.

Performance:

During the 2016-17 school year Baxter Academy had a 94.94% attendance rate, meeting the 94% target.

99.99% of students eligible to return to Baxter Academy have reenrolled for the 2017-18 school year, meeting the 90% target.

Continuous enrollment for multiple years is above 90% and met the target. Reenrollment every year for the 4 years the school has been open has been above 90% - ranging from 93.5%-99%.

**Summary**

	2013-14	2014-15	2015-16	2016-17
Attendance	Met	Met	Met	Met
Enrollment/Reenrollment	Met	Met	Met	Met

Post-Secondary Readiness

- Graduation Rate
- Success in dual enrollment classes
- SAT or ACT scores
- Enrollment in post-secondary institutions
- Students employed full time or enlisted

Year 1, 2013 – 14

Baxter Academy for Technology and Science's Targets for Post-Secondary readiness were not applicable in year 1.

Targets:

- Graduation Rate
 - 4-year Adjusted Cohort Graduation Rate (ACGR)
 - Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, and subsection 1
- Success in dual enrollment classes
 - Percentage of students completing dual enrollment courses
- SAT or ACT scores
 - 51 % Percent of students will score at or above the state average on SAT test
- Enrollment in post-secondary institutions
 - Enrollment in post-secondary institutions
 - Outcomes for students not attending post-secondary institutions

Because Baxter Academy for Technology and Science enrolled only freshmen and sophomores in its first year, its targets for Post-Secondary readiness were not applicable in year one.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets for Post-Secondary readiness when applicable.

Targets:

- Graduation Rate – Not applicable in year 2¹²
 - 4-year Adjusted Cohort Graduation Rate¹³ (ACGR)
 - Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, and subsection 1
- Success in dual enrollment classes
 - Percentage of students completing dual enrollment courses

¹² Because Baxter Academy for Technology and Science enrolled only 9th – 11th grades in its second year, some targets for Post-Secondary readiness were not applicable in year two.

¹³ ACGR is found by identifying the “cohort” of first-time 9th graders in a particular school year, and adjusting this number by adding any students who transfer into the cohort after 9th grade and subtracting any students who leave. The ACGR is the percentage of the students in this cohort who graduate within four years.

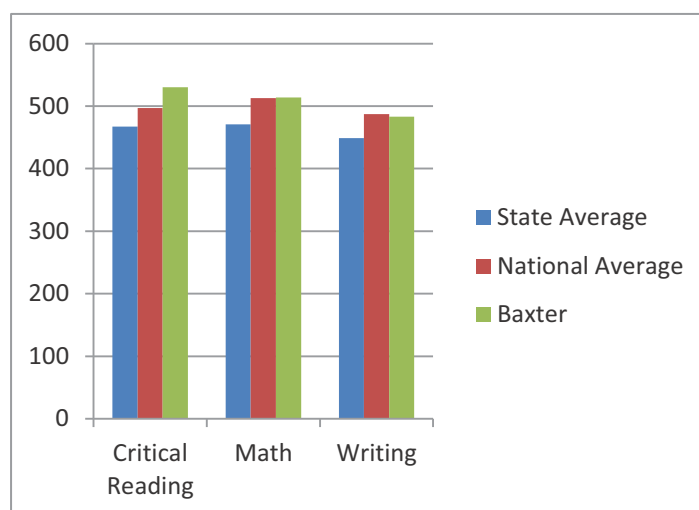
- SAT or ACT scores
 - 51 % Percent of students will score at or above the state average on SAT test
- Enrollment in post-secondary institutions – Not applicable in year 2¹⁴
 - Enrollment in post-secondary institutions
 - Outcomes for students not attending post-secondary institutions

24% of Baxter juniors took at least 1 college course with a passing rate of 100%. Seven students took 1 dual enrollment course, 4 students took 2 courses, one student took 3 courses, and 1 student took 4 dual enrollment courses.

Because a survey administered at Baxter Academy revealed that more than 90% of Baxter's class of 2016 students was interested in exploring dual enrollment college courses, the Director of Guidance made plans to assist students in enrollment and developed a cohort of juniors and seniors for dual enrollment classes for the following fall (2015).

46 Baxter students took the SATs and scored in the 57th percentile overall in Reading nationally, and at the 65th percentile overall in reading when compared with other Maine students. For Math, Baxter's students are in the 48th percentile nationally and in the 58th percentile for Maine students. In Writing, Baxter's students are in the 48th percentile nationally and the 57th percentile for the state of Maine.

Class of 2016 Average SAT Scores:
Reading 530, Math 514, Writing 483



(State and National Average Data based on data from December 2014)

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets for Post-Secondary readiness.

Targets:

- Graduation Rate
- Percent of juniors and seniors attempting dual enrollment courses.

¹⁴ Because Baxter Academy for Technology and Science enrolled only 9th – 11th grades in its second year, some targets for Post-Secondary readiness were not applicable in year two.

Performance:

In June 2016, 49 students attended Baxter's first graduation ceremony, and had a graduation rate of 100%.

2015-16 was the second continuous year of dual enrollment college courses offered to Baxter Academy juniors and seniors. 41% of Baxter Academy seniors (20 students) took at least one college course during the 2015-16 school year and 12% of Baxter Academy juniors (10 students) took at least one college course during the 2015-16 school year.

As of June 1, 2016, 87.8% of Baxter Academy's 2016 graduates had been accepted to a post-secondary institution.

For the total number of seniors (49):		
Post-Secondary Status	Number	Percent
Accepted to college	43	88%
Going on to college	41	84%
Attending 2-year institution	8	16%
Attending 4-year institution	33	67%

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets for Post-Secondary readiness.

Targets:

- Graduation Rate
- Percent of juniors and seniors attempting dual enrollment courses.

Performance:

95% of Baxter Academy's seniors graduated at the end of the school year. Of the 4 students who did not graduate, 2 plan to work over the summer to graduate as part of the cohort. One student plans to return to the school for another year.

22% of seniors (n=18) took at least one college course during the 2016-17 school year and 4% of juniors (n=3) took at least one college course during the 2016-17 school year. All students satisfactorily completed the coursework.

Fewer percentages of students in grades 12 and 11 enrolled in college courses at Baxter Academy during the 2016-17 school year as compared to previous years. Baxter Academy plans to continue to communicate the importance of accessing college courses as soon as students are able so they become familiar with college-level expectations and take advantage of reduced costs.

The school is designing systems to make it easier for students to access dual enrollment both through scheduling and through upper-class programming that is more flexible and driven by student goals. Baxter Academy Administration believes the new location for 2017-18 will ease transportation issues because both the Maine College of Art and the University of Southern Maine will be within walking distance.

Post- Secondary Plans:

- Accepted to College 63/77 (82% of class; 100% of students who applied were accepted)
- Going to College 62/77 (81% of class)
 - Attending 2 Year 12/77 (16% of class)
 - Attending 4 Year 50/77 (65% of class)
- Employment
 - 10/77 graduates (13%) will pursue full time employment
- Other
 - 4/77 graduates undecided

Summary

	2013-14	2014-15	2015-16	2016-17
Post-Secondary Readiness	Met	Met	Met	Met

Governance and Operations

- Transparent Board Operations
- Responsive Board Operations
- Legally compliant Board operations

Year 1, 2013 – 2014

Baxter Academy for Technology and Science met its targets in the area of Governance.

Targets:

- Governance Board operates in a transparent, responsible, and legally compliant manner.
 - Governance Board holds public meetings with posted agendas and minutes.
- Governance Board provides oversight of school leadership team.
 - Board conducts an annual evaluation of school leadership.

During its first year, Baxter Academy developed by-laws and policies and reviewed them for formal Board adoption. The Board met frequently and its meeting minutes were posted to the school's website.

The Governing Board reviewed its freedom of access policies and practices to assure compliance with the law. All Board members completed freedom of access training.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of Governance.

Targets:

- Transparent Board operations
- Responsible Board operations
- Legally compliant Board operations
- Provide oversight to school leadership team

Performance:

During the 2014-15 school year the Baxter Academy for Technology and Science Governing Board consisted of all 5 founding members and 2 additional new board members. The board continued to have interest in expanding board membership with members with strong backgrounds in development and ties to STEM industries.

The Board met monthly and meeting agendas and minutes were posted to the school's website. During the year, 2 board members attended a board training provided by Maine Association for Charter Schools.

Due to personnel changes, the Board Chair stepped in to pick up more development responsibilities with grant writing, marketing, provided opportunities for community leaders to visit Baxter on Flex Fridays, and assisted with transportation issues. Other board members reported that they had been able to reduce their volunteer time in administrative matters this year and focused more on board governance.

The Governing Board reported that its greatest accomplishment during the 2014-15 school year was in development and outreach. Much of the school's outreach remains in the hands of the board as it seeks to find wider support and partnerships that will sustain the school into the future. The board coordinated tours that introduced the school, and particularly the Flex Friday program, to community leaders including the Commissioner of Education, legislators, economists, workforce development officers, university deans, local independent and public school educators, and STEM professionals. The school maintained its membership in the local Chamber of Commerce and the board and administrators attended functions that related to the school's mission. The board planned to shift more of its focus from start up to long-term strategic planning.

The need for additional space required Baxter Academy for Technology and Science Governing Board to continue to work to ensure that its location, as well as its satellite space, met all applicable health, safety and fire code requirements and was sufficient in size to safely house the anticipated enrollment, and meet ADA/ state requirements.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of Governance.

Targets:

- Board conducts an annual evaluation of school leadership
- Board certifies that the facilities meet educational and health and safety standards, are clean, maintained and efficient regarding costs

Performance:

During the 2015-16 school year the Baxter Academy for Technology and Science Governing Board consisted of seven members. In filling the vacant seats, the Board carefully considered candidates who would bring strong development potential, as well as a demonstrated commitment to the school's unique mission.

Baxter Academy transitioned its Board Chair to the position of Executive Director. The Board was able to maintain continuity of leadership with its founding vice chair moving to the position of Board Chair.

During the 2015-16 school year the Board implemented a formal review process for the school leader who reports to the board, and met the target for evaluation of school leadership.

Baxter's Governing Board held open meetings monthly, and agendas and minutes were posted on the school's website.

The board continued to participate in a process to secure a sustainable permanent home for Baxter that would meet all applicable health, safety and fire code requirements and would be sufficient in size to safely house the school's full enrollment, and meet ADA/ state requirements.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of Governance.

Targets:

- Board conducts an annual evaluation of school leadership
- Board certifies that the facilities meet educational and health and safety standards, are clean, maintained and efficient regarding costs

Performance:

The board maintained its membership during the 2016-17 school year and continued to have members with varied skill sets. Baxter's Governing Board held open meetings monthly, and agendas and minutes were posted on the school's website.

Baxter's board engages in ongoing support for and evaluation of the executive director and conducts a year-end culminating review to reflect on alignment of performance in meeting the school's mission as well as its operating needs.

Summary

	2013-14	2014-15	2015-16	2016-17
Governance	Met	Met	Met	Met

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets in the area of Finances.

Targets:

- Governing Board reviews budget and makes adjustments to ensure financial health
 - Governance board and/or financial committee review budget on a quarterly basis at a minimum.
- School has external audit conducted
 - Quarterly financial reports and end of year audit are available to authorizer.

Baxter Academy's Governing Board reviewed its budget at most Board meetings, more frequently than quarterly.

An external audit for Baxter Academy's first year was completed in the fall of 2014.

Baxter Academy's revenues were higher than anticipated. At the end of the fiscal year there was a cash balance of just under \$300,000. \$600,000 was raised during the year.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of Finances.

Targets:

- Governing Board reviews budget and makes adjustments to ensure financial health
 - Governance board and/or financial committee review budget on a quarterly basis at a minimum.
- School has external audit conducted
 - Quarterly financial reports and end of year audit are available to authorizer.

Performance:

An external audit was completed in August 2014 and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns. Baxter's line of credit was at zero as of May 2015.

According to Baxter Academy's Board Treasurer, the school raised \$183,276, which was 90 percent of the \$205,000 budgeted. The Board reduced donation expectations in the budget for the 2015-16 school year. This budget, based on an enrollment of 320 students, was offset with revenue from adding the final class of students. The 2015-16 budget anticipated a net income projection of \$24,713 for the end of FY16.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of Finances.

Targets:

- Quarterly financial reports and end-of-year audit are available to authorizer.

Performance:

During the 2015-16 school year, ending June 30, 2016, Baxter Academy had a positive net income of \$61,731. The school did not use its line of credit during the 2015-16 school year. Baxter Academy received notice of award for a federal grant for \$250,000 to help support expansion of community partnerships.

An annual financial audit was completed for FY 2015, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of Finances.

Targets:

- Quarterly financial reports and end-of-year audit are available to authorizer.

Performance:

Baxter Academy shares its monthly financial reports with the MCSC.

An annual financial audit was completed for FY 2016, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

During the school's fourth year the board treasurer worked to find and secure funding toward establishing a permanent home for the school. For approval of the school's new location, the board sought and received Charter Commission approval for amendments to the school's charter to increase enrollment to 400 and to allow financing of the new facility. The school received almost \$440,000 in contributions, with \$353,000 targeted toward expenses related to the Lancaster building.

Summary

	2013-14	2014-15	2015-16	2016-17
Fiscal Performance	Met	Met	Met	Met

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets in the area of Facilities Maintenance.

Targets:

- School facilities meet educational and health and safety standards, and are maintained, clean, and cost efficient.

At the Review Team's end of year visit it was observed that the facility was clean and in good order. This was also observed during unscheduled visits and the 90 day review. A Building Committee for planning meets every two months.

The plan's Phase 1(original renovation) was completed for the opening of school. Phase 2 (2 additional classrooms, consultation room, conference room, and 6 administrative offices) was completed during the 2013-14 school year. Phase 3, a build out of the basement area, was completed for the 2014-2015 school year to accommodate an additional 100 students. Board minutes indicate capital development plan has been approved for the first three phases.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of Facilities Maintenance.

Targets:

- School facilities meet educational and health and safety standards

Performance:

During its second year Baxter Academy used 75% of its classroom spaces during any given time. Options to address space concerns included utilizing two oversized rooms that could be divided into two classrooms; for additional classroom space, and investigating additional nearby off-site space. The school anticipated thirty to forty juniors and seniors would be off-site taking courses at USM; and expected that to help alleviate space constraints.

There were occasional maintenance issues with plumbing and the lift at Baxter Academy, which were addressed in a timely manner through the building owner and outside personnel.

Baxter Academy for Technology and Science outsourced the cleaning of its building to an outside vendor.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of Facilities Maintenance.

Targets:

- School facilities meet educational and health and safety standards

Performance:

During its third year, Baxter Academy for Technology and Science had 2 locations; the primary (and original) location on York Street and a satellite location on Congress Street. The school planned to add two additional classrooms at the 561 Congress Street facility and two oversized rooms at the 54 York Street facility were to be divided into two classrooms to provide additional classroom space.

The school's Governing Board continued to provide guidance and oversight for long-term facilities solutions. Baxter Academy's Climate Survey revealed low scores in student perception of the facilities.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of Facilities Maintenance.

Targets:

- School facilities meet educational and health and safety standards

Performance:

BA administration told the MCSC that it was challenging in years 3 and 4 to have the school divided between two downtown campuses. The budget had to stretch to cover facilities, and students, teachers, and staff had to remain flexible around complicated logistics including traveling back and forth during the course of the day. Because of these challenges, the school located a permanent home in Portland's Bayside neighborhood where the school could house all 400 students.

Summary

	2013-14	2014-15	2015-16	2016-17
Facilities	Met	Met	Met	Met

Parent and Community Support, Student Involvement

- Partnerships
- Communications system
- Parent participation in their children's education and in operation of the school

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Targets:

- Parent and family participation in school sponsored activities including volunteer and fundraising activities.
- Parent Communication Systems - Regular and clear communications between school and parents regarding operations of the school and their children.
- Parent participation in their children's education- Family participation in Student Conferences
- Partnerships with community organizations, representatives and non-charter public schools. - Baxter will document a portfolio of corporate and community partners aiming to increase the number and depth of engagements

Data were collected and a baseline was established for parent and family participation in school sponsored activities.

At the Review Team's end-of-year visit, evidence of frequent and relevant communication was presented. Weekly newsletters from the Head of School were provided to parents and the faculty communicated frequently with parents. Parents indicated during interviews with the Review Team that communication between school and home was excellent and saw it as a strength of the school.

In the first year Baxter Academy for Technology and Science held one conference, which had 100% participation. The conference also included a student project demonstration.

Baxter Academy began partnerships with community organizations, representatives and non-charter public schools including: Riverview Martial Arts; The Telling Room; The Space Gallery, Build-A-Biz, Casco Bay Tech Hub, Maine Inside Out, MECA, WMPG/Blunt Youth Radio & Local Motives, Rippleffect, Maine Yacht Service.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Targets:

- Parent Engagement
- Community Engagement

Performance:

In year two, email communications from the Head of School averaged once a week. In addition, a texting sign-up service was utilized for information blasts around snow days, communication delays, and transportation. The school's website calendar was kept up to date and dates for Parent Advisory meetings were made a year in advance. Feedback from parents indicated that email communications are sufficient to provide information and parents perceived having more direct communication with the Head of School than they would have otherwise at their child's previous school.

In addition to Student Led Conferences with a participation rate of 92.2%, participation in the Parent Advisory meetings was strong, with 20-46 attendees every month.

During the 2014-15 school year Baxter Academy for Technology and Science hosted a STEM College Fair. Seven colleges participated in the event. Six participating schools were from Maine and one was from out of state.

Baxter Academy partnered with community organizations in various capacities during the 2014-15 school year. Partnerships included internships, project partnerships, and other educational experiences. Some of the community partners were: Wells Reserve, Biodiversity Research Institute, the Gulf of Maine Research Institute, ReVision Energy, University of New England, Salt Institute, The Bob Crewe Foundation, and others.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Targets:

- Frequency of communications
- Number of Parent advisory meetings
- Percent of families contributing to the annual appeal
- Participation in student-led conferences
- Portfolio of corporate, community, and/or academic partners showing growth in the depth of partner engagement and/or breadth of partners

Performance:

In year three, communication with parents occurred weekly, and multiple times per month. Email was the most frequently used form of communication, followed by mail and web-postings.

Anecdotal feedback from parents indicated that email communication was sufficient to provide information.

The school developed a new system for communications among parents on initiatives undertaken for the school. The system used the new parents' site on the website as a billboard and also created an email tree system based on the school's advisory system.

Baxter Academy's Parent advisory board members met with the head of school each trimester, and as a group, as needed.

During the 2015-16 school year Baxter Academy had 95% participation in Student Led Conferences (SLC).

Baxter Academy reported an estimated 50 business, public, nonprofit, and individual community and academic partners worked with students, faculty, and staff. Partners served as mentors and project sponsors and offer internships. They worked with Baxter to provide early-college options. Courses were open at Maine College of Art (MECA) with a special Baxter scholarship and the University of Southern Maine offers a Calculus-based Physics class taught by Baxter's physics teacher at Baxter. The University of Southern Maine's Extended Teacher Education Program (ETEP) trained teachers in Baxter's classrooms.

Baxter Academy's receipt of a federal charter school grant of \$250,000 awarded in April, 2016, helped support expansion of these partnerships and included the following activities:

- Developing Flex Friday teacher and student handbooks to extend the ways in which the curriculum can be used at Baxter, and beyond
- Addressing gender inequalities in STEM through middle-school outreach, mentorship, awareness campaign, and a student-produced documentary film about women in STEM.
- Expanding and creating opportunity around anytime, anywhere learning, including facilitating connections and organizations working with Baxter students.
- Designing and implementing a project-based program for ELL students, including new community partnerships to accomplish this initiative.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Targets:

- Frequency of communications
- Number of Parent advisory meetings
- Percent of families contributing to the annual appeal
- Participation in student-led conferences

- Portfolio of corporate, community, and/or academic partners showing growth in the depth of partner engagement and/or breadth of partners

Performance:

BA reports that anecdotal feedback from parents indicates that email communication is sufficient to provide information and is perceived as having more direct communication with the Head of School than they would have otherwise.

Parent advisory board members meet with the Head of School each quarter, and more frequently as activities dictate with the Outreach Coordinator and Executive Director.

Baxter's leadership focused on fundraising that would move the school into a permanent home; it therefore did not conduct a full-scale annual appeal this year. The school community, including parents, was very supportive: The school has raised \$573,299 to this point but expects to raise more as it is currently in the midst of a matching grant campaign that will culminate at the end of the fiscal year.

During the 2016-2017 school year BA had 85% participation in Student Lead Conferences. Additionally, seniors participated in group-forums often attended by families.

BA estimates that about 50 business/public/nonprofit/individual community and academic partners working with Baxter Academy's students, faculty and staff. The recent award of a federal Charter School Planning, Implementation and Dissemination grant has funds earmarked specifically for creating partnerships to benefit students.

Summary

	2013-14	2014-15	2015-16	2016-17
Parent & Community Engagement	Met	Met	Met	Met

School Climate

- Fewer instances of bullying, harassment, or other abusive practices
- Confidential survey of parents, staff, and students
- emotional/social growth of students

Year 1, 2013 – 14

Baxter Academy for Technology and Science met its targets in the area of School Climate.

Targets:

- Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook.
- Establish baseline of incidents of per student bullying.
- Family and Student Satisfaction - Administration of a climate survey administered in-house.

A satisfaction survey (ASCD 2014 School Climate Survey) was administered to teachers, parents and students, addressing safety, teaching and learning, interpersonal relationships, and institutional environment. A summary of the survey results and the raw data were shared with the Review Team. A strongly positive and consistent trend across each stakeholder group was that Baxter Academy had a healthy school climate that supported learning.

In year one, Baxter Academy for Technology and Science had a Student Judiciary Board¹⁵. The Judiciary Board was responsible for holding members of the school community accountable for violating the school norms explained in the Baxtitation¹⁶.

Year 2, 2014 – 15

Baxter Academy for Technology and Science met its targets in the area of School Climate.

Targets:

- Safe School Climate
- Family and Student Satisfaction

Performance:

During the 2014-15 school year there were 2 reported incidents of bullying/harassment at Baxter Academy. These incidents were dealt with through the Restorative Justice¹⁷ process.

¹⁵ The Judiciary Board is a judicial branch of the Student Government.

¹⁶ The Baxtitation is a document created by Baxter students for behavior.

¹⁷ Restorative justice is an approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community.

Follow-up included parent conferences, letters of apology, weekly meetings with Head of School, and suspension.

Baxter Academy for Technology and Science teachers, students, and parents were given a satisfaction survey. 15 teachers responded (100%), 73 students responded (32%), and 80 parents responded (approximately one response for every 2.8 students).

On a scale from 1 through 6, 1 being “strongly agree,” and 6 being “strongly disagree,” all 3 groups agreed with the following statements:

- I feel physically safe in all areas of the school building.
- I feel good about what I accomplish at Baxter Academy.
- The Baxter Academy building is kept in good condition.
- My teachers encourage me to think independently.

At the end-of-year visit with the Maine Charter School Commission, Baxter Academy teachers reported that they share duties and work together, that students feel comfortable being who they are, that students receiving Special Education Services thrive, and that problem-solving together produces positive outcomes. Teachers would like more resources, time and money, to accomplish their goals.

Parents who participated in the end-of-year visit interview described Baxter as still being in start-up mode, but felt it was working for their children. Parents appreciated the commitment of Baxter’s faculty and the ability to get answers to their questions.

The students that participated in the end-of-year visit interview with the Maine Charter School Commission reported being pleased with Baxter Academy’s technology and art opportunities, particularly noting the vast array of electives offered. They appreciated the scheduling flexibility, Flex Fridays and Snow-Day projects, and the opportunity to go out into the community. Students reported bullying rarely happened and when it did happen, was addressed immediately. Students expressed concern about anticipated crowding in the coming school year with a larger student population, as well as concern regarding teachers’ inconsistency in grading from class to class. Students reported they missed playing sports, but felt that Baxter Academy was making an effort to satisfy needs regarding activities and athletics.

To nurture the emotional and social growth of its students, Baxter divided students into advisories with a teacher and cohort of students who remain their “home base” for their entire high school careers. Advisors had 16 students in the cohort and met 3 times each week for 30 minutes, and every morning for 10 minutes.

Year 3, 2015 – 16

Baxter Academy for Technology and Science met its targets in the area of School Climate.

Targets:

- Number of behavioral incidents using state and federal reporting requirements.
- Results from annual administration of a climate survey (in-house) representing stable or rising positive perceptions from each stakeholder group concerning school climate and support for learning.

Performance:

During the 2015-16 school year there were 3 reported incidents of bullying/harassment at Baxter Academy. All three incidents were resolved in-house.

Baxter's use of mediation and the student-led Judiciary Board (J Board) continued to be an integral part of addressing behavioral incidents. Students were able to opt to use the J Board or work directly with administration to address behavioral incidents and pursue conflict resolution. During the 2015-16 school year Baxter Academy implemented the Behavior Management function of its student information system. This allowed teachers to submit behavior reports to document student behavior and make connections to academic success and school climate.

An annual confidential survey of parents/guardians, students, and teachers was conducted in April 2016 and assessed 4 different domains:

- Safety (6 questions)
- Teaching and Learning (5 questions)
- Interpersonal Relationships (6 questions)
- Institutional Environment (5 questions)

Response Rates

Respondent	Total Number In School	Total Number Answering Survey	Response Rate
Parent	320	77	24.1%
Student	320	70	21.9%
Teacher (excludes staff)	25	8	32%

For each of the twenty-two questions posed in the survey, respondents could choose from a 6-point scale and where a high percent indicates a more positive response.

SAFETY	
Respondent	Percent
Parents/Guardians	86%
Students	79%
Teachers	92%
Average	86%

TEACHING AND LEARNING	
Respondent	Percent
Parents/Guardians	77%
Students	59%
Teachers	73%
Average	70%

INTERPERSONAL RELATIONSHIPS	
Respondent	Percent
Parents/Guardians	82%
Students	76%
Teachers	83%
Average	80%

INSTITUTIONAL ENVIRONMENT	
Respondent	Percent
Parents/Guardians	63%
Students	46%
Teachers	46%
Average	52%

High marks were achieved in most domains, with the lowest rankings among all three respondent categories throughout the survey in the domain of Institutional Environment. The two lowest ranked questions were:

- Baxter Academy is physically attractive (pleasing architecture, nicely decorated, etc.).
- The Baxter Academy building is kept in good condition.

Survey data were provided to the Governing Board to consider in planning for Baxter Academy's future and was shared with administration, staff and teachers to consider measures needed in all areas of the school's operations.

Baxter Academy also participated in the Maine Charter School Commission sponsored Panorama Education surveys in spring 2016.

The majority of responses across all scales and all three populations surveyed were positive. All three Baxter Academy populations surveyed responded positively as often as, or more than, the Maine Charter School Commission average.

The family survey was 70% favorable overall, 1% higher than the Maine Charter School Commission average. The highest scoring scale among families was School Safety (91% favorable), and the lowest was Family Engagement (17%). Baxter Academy draws its student from a very large geographical area and uses technology to its advantage for connecting with families. Questions on this survey were directed toward face-to-face contact, not contact via phone, video conference, or email. As explained by parents at the Maine Charter School

Commission review team's on-site interview, families have many opportunities to connect and stay involved by using technology in addition to in-person contact.

The student survey was 66% favorable overall, the same as the Maine Charter School Commission average. The highest scoring scale among students was School Safety (84% favorable). The lowest scoring scale was School Engagement (45% favorable), which was consistent with the Maine Charter School Commission average.

The staff survey was 68% positive overall and was 3% higher than the Maine Charter School Commission average. The highest scoring scale among staff was Staff-Leadership Relationships (94% favorable), and the lowest scoring scale was Feedback and Coaching (32% favorable). Baxter Academy submitted its Performance Evaluation and Professional Growth Model (PE PG) plan to the Maine Department of Education during the 2015-2016 school year. Baxter Academy will likely see increased scores on the Feedback and Coaching scale on future surveys after implementation of the PEPG plan.

Year 4, 2016 – 17

Baxter Academy for Technology and Science met its targets in the area of School Climate.

Targets:

- Number of behavioral incidents using state and federal reporting requirements.
- Results from annual administration of a climate survey representing stable or rising positive perceptions from each stakeholder group concerning school climate and support for learning.

Performance:

Baxter Academy reported 5 instances of bullying or harassment this year. Three of these incidents took place at the end of the year and were resolved by the school.

BA students, parents, and teachers/staff participated in the Panorama Surveys. The Maine Charter School Commission (MCSC) works with Panorama Education to help its schools understand student, family and teacher perceptions of the schools' social and academic climate. Survey data is collected from all three stakeholder groups on a number of topics such as School Climate, School Safety, Student Grit, Student- Teacher Relationships and Family Engagement, among many others.

The tables below, prepared by Panorama Education as part of a larger Insights Report, summarize BA's strengths and areas of growth, as demonstrated by the survey results. As Panorama Education points out it's important to consider school- & community-level context in conjunction with these strengths and weaknesses when determining next steps and future goals.

	STRENGTHS	AREAS OF GROWTH
STUDENT	<p>STUDENTS FEEL PHYSICALLY SAFE AT SCHOOL: Overall, students at Baxter Academy report 79% favorably when it comes to School Safety, which is near the 90th percentile compared to all schools across the country and near the 70th percentile when compared to <i>other similar high schools</i>¹.</p> <p>STUDENTS REPORT ABOVE AVERAGE ENGAGEMENT IN SCHOOL: Though there is certainly room for improvement at 45% favorable, students at Baxter Academy report 5% above the MCSC average and above 70% of <i>similar high schools</i>¹.</p>	<p>EXPECTATIONS OF STUDENTS: Baxter Academy ranks near the 40th percentile compared to <i>other similar high schools</i>¹ on Rigorous Expectations. Overall, the topic decreased in favorability by 6% from Spring 2016.</p> <p>CONNECTIONS BETWEEN STUDENTS AND TEACHERS: While it is important to recognize the strength of Teacher-Student Relationships relative to <i>other similar high schools</i>¹ (70th percentile), it is equally important to recognize the decreasing trajectory of the topic from Spring 2016 to Spring 2017 (-6%).</p>
TEACHER & STAFF	<p>STRONG RELATIONSHIPS WITH FAMILIES: When compared to <i>other similar high schools</i>², staff and teachers report near the 80th and 90th percentile, respectively, when it comes to Staff-Family Relationships. The majority of staff and teachers agree that relations with families are friendly (100% of teachers and staff) and respectful (89% of teachers and 91% of staff).</p> <p>LEADERSHIP SUPPORT OF TEACHERS AND STAFF: Teachers and staff report above MCSC average when it comes to questions around leaderships' supportiveness, friendliness, understanding and respectfulness.</p>	<p>EFFECTIVENESS OF FEEDBACK AND COACHING: Of all topics, staff and teachers both report least favorably on Feedback and Coaching, with staff reporting 36% favorable (30th percentile compared to all schools across the country) and teachers reporting 18% favorable (10th percentile compared to all schools; 20th percentile compared to <i>other similar high schools</i>²).</p> <p>COMMUNICATION BETWEEN TEACHERS/STAFF AND SCHOOL LEADERS: Of all questions on the School Leadership topic, staff and teachers respond least favorably when it comes to communication and clarity of information and goals for school faculty.</p>
FAMILY	<p>STRONG SENSE OF SCHOOL CLIMATE: Overall, the majority of Baxter Academy families feel that the social and learning climate of the school is favorable. When compared to schools across the country, School Climate at Baxter is near the 70th percentile. Compared to <i>other similar high schools</i>² across the country, Baxter moves up to the 99th percentile.</p>	<p>FAMILY ENGAGEMENT: While families report relatively low barriers to engagement (78% favorability), they report low involvement and interaction with Baxter Academy (Family Engagement - 11% favorability).</p> <p>PERCEPTIONS OF STUDENT GRIT: Corroborated by student and teacher data, family perception of student Grit is mostly unfavorable. Compared to schools across the country, Baxter Academy is near the 40th percentile when it comes to family perception of student grit.</p>

Summary

	2013-14	2014-15	2015-16	2016-17
School Climate	Met	Met	Met	Met

Effective Leadership

In its 4th year the school had a full-time Executive Director, who transitioned from the position of founding Board Chair at the end of the school's third year. The Executive Director has managed a complicated long-term facilities planning process. In anticipation of the move to Bayside, the Executive Director worked closely with the Head of School, the Dean of Students, and the Director of Guidance to set priorities for the transitional work that will bridge Baxter Academy into its new home.

The Head of School continues to set the instructional vision for the school and worked this year to create a new infrastructure in the special education department. A new Assistant Special Education Director was hired to implement the changes. The Dean of Students is responsible for implementing a robust RTI¹⁸ program and also served as administrator of the federal grant. The Director of Guidance led the work on the school's evolving transcript and communicated with college admissions office about Baxter's unique programming. The school also employs a Business Manager who is supported by an operations manager and a front office manager.

¹⁸ Response to Intervention - a multi-tier approach to the early identification and support of students with learning and behavior needs.

Instructional Quality

- Process for teacher evaluation
- Certification of teachers
- Professional development
- Quality of programs

Baxter Academy's Performance Evaluation and Professional Growth Model (PE PG) was approved by the Maine Department of Education (MDOE) in 2016. The approved process was not fully implemented during the 2016-17 school year. The school administration plans to implement the plan for the 2017-18 school year.

The majority of Baxter Academy's teachers and ed. techs are certified through the Maine Department of Education for the subject area they teach. Several teachers are either: considered qualified because of expertise in the area they teach or they are going to become certified within 3 years of their date of hire – consistent with Maine's charter law. All employees have the required Criminal History Record Check Approval through the MDOE.

In January 2017, one math teacher, one humanities teacher, and one counselor attended CollegeBoard and Maine Department of Education SAT Content Workshops. This group is planning to continue work this spring using SAT and PSAT results from both the state reporting system and the College Board Assessment Reporting Portal to examine trends to help inform curriculum and instruction.

BA provides students with an individualized, collaborative, and interdisciplinary community, guided by teachers who have experiences that include everything from long-distance sailing and mountain climbing to entrepreneurship. The teachers support students in mastering 21st-century skills such as problem-solving and collaboration. All students are expected to make formal presentations across all academic content areas. They write papers that require critical thinking, but they also convey complex information info graphics and through documentary films. They solve problems using their intellect and their imaginations. Flex Friday and Anywhere/Anytime Learning use individualized learning approaches that foster high levels of engagement. Student activities are aligned with standards and learning outcomes are monitored and tracked by teachers and mentors.

Compliance with Terms of Charter Contract and Laws

In its 4 years of operation Baxter Academy for Technology and Science had one instance of noncompliance on record.

On March 17, 2016 the Department of Education received a complaint alleging violations of the Maine Unified Special Education Regulations (MUSER), Chapter 101. The complaint stated failure to identify a student as a student who may need special education and related services. The complaint was investigated and it was determined that Baxter Academy for Technology and Science was in violation and a Corrective Action Plan was put in place. The terms of the Corrective Action Plan were met and the case was closed in November 2016.

Following an audit performed in the spring 2016, the Department of Education issued a Corrective Action Plan in June 2016 with evidence of compliance due to the DOE in November 2016. The school requested an extension and has not yet closed its corrective action plan.

Commendations, Recommendations, and Considerations for Charter Renewal

Commendations:

- Success of Flex Friday its growth, willingness to change as needed, not being afraid of failure.
- Exceptional influence of the advisory program upon both students and teacher. Could be expanded to reach into greater depths for learning and understanding for everyone.
- Expansion of summer programs and outreach into community.
- Individual internships for many students.
- Respect for all students as individuals.
- Hiring of a project coordinator for Flex Friday.
- Baxter Learning Commons where students can receive extra help from faculty or other students developed by a student with oversight guidance which is to be continued next year
- Creation of a "signing day" for all seniors where entire student body learns from each student their plans for the following year.
- International 4th place winners in Robotics competition.
- New facility where all students will be housed in one location
- Successful use of a \$250,000 federal grant to improve innovative education

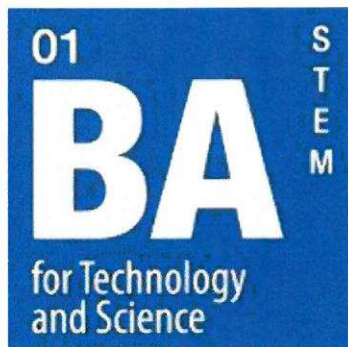
Recommendations:

- Implement SLATE program for tracking of student grades and transcripts.
- Although the Marshall model for teacher evaluation has been approved there needs to be a clearer plan of supervision and this needs to be a priority.
- More communication with the faculty to help them better understand how the philosophy, vision and contract fit into the overall success of Baxter.
- Need to develop more avenues to reach out to parents to keep them involved.

Special Considerations for Charter Renewal:

- To date the school has been very successful in remaining financially viable. With the lease to the new location successfully executed, the governing board should be able to more easily maintain financial viability.
- Close Department of Education Special Education Corrective Action Plan.

Appendix A



**Baxter Academy of Technology and Science
Year-End Report (Part 1)**

March 30, 2017

Self-Assessment

1. Are we an academic success?

a. Mission, Vision, and Targeted Student Population

Baxter Academy for Technology and Science is fulfilling its mission to be a rigorous, college-preparatory high school promoting student ownership of learning through a core curriculum focused specifically on science, technology, engineering and math (STEM), which is paired with a robust humanities program that draws connections across disciplines and fosters strong communication skills.

Baxter Academy's 342 ninth through twelfth grade students come from 60 Maine towns scattered across a landmass four times the size of Rhode Island. Guided by 29 teachers in two facilities in downtown Portland, **students study complex, real-world problems both in classroom work and through the school's unique Flex Friday program. Student-designed and implemented projects are diverse, meaningful and impactful.** Learning is driven by deep interest in everything from sustainable food sources to nuclear energy: This year, a team of students is researching cricket farms as a source of high-protein flour. One senior is refining a small-scale fusion reactor using inertial electrostatic confinement to fuse deuterium into helium and tritium while another senior is building an interferometer to deepen her understanding of biomedical applications. A team is printing prosthetic hands and working with a nonprofit to understand the needs of people who rely on prostheses. Baxter's FIRST Robotics team is ranked number one in New England (and winning top judges' awards for engineering and innovation); it was voted Number 8 in the world heading into international competition. Students are doing independent research in biomedical labs at Bowdoin and Bates and working on engines at Portland Yacht Services. Students are interning with architects, veterinarians, and journalists. Through a Baxter partnership, a group of students is helping to develop a two-week seagoing science program focused on the aquaculture supporting Maine's coastal economy. Digital storytellers won the "best in show" Prism Award for Inspiration at the National Estuarine Research Reserve System and Association's annual film festival for a documentary produced for Wells Reserve at Laudholm Farm. At Baxter Academy, the real world truly does start *now*.

To support this real-world learning, Baxter pursues community partnerships.

Baxter was fortunate this year to receive a federal Charter Schools Program grant that supported a community outreach coordinator to work with the executive director in seeking and fostering key partnerships. This work has made it possible for Baxter to proceed with robust partnerships that provide opportunity for students and also support the school's mission in strategic ways. For instance, Baxter is collaborating with LearningWorks, a local nonprofit that provides after-school engineering programs for at-risk second through fifth graders in schools in and around

Portland. Baxter aims to provide support for the after-school program and to build a middle school program that will bridge LearningWorks' pupils (and others) through middle school STEM opportunity. This creates potential for Baxter students to instruct younger students, and it also acquaints the younger students, who often come from socioeconomically disadvantaged families, with the kind of STEM learning Baxter offers at the high school level. The school is also developing a summer program that includes partnerships with Maine Public, Ocean Passages, and Maine Game. Baxter is partnering with Thomas College in a dual-enrollment opportunity through which Baxter teachers support students in college coursework that accelerates their progress toward a degree while significantly cutting costs. Across this spectrum of real-world work, Baxter students generate and implement ideas, as well as master new skills and concepts. Faculty members bolster connections, guide learning goals, and monitor progress. Flex Friday projects spur innovation and build critical entrepreneurial skills: Students are nurturing connections, identifying what they need to get their work done, and drawing upon and appreciating the skills of their peers.

Upon graduation, Baxter students will be passionate, self-directed learners who have 21st-century skills and will be able to continue their education, and be successful, at America's best universities. On June 3, Baxter's second class (and the first to complete all four years at Baxter) will graduate in a ceremony at Merrill Auditorium in Portland. These prospective graduates provide solid evidence that Baxter is making good on the promise of sending its students off to the best higher educational opportunities. Baxter's seniors are choosing among colleges such as the Honors College at the University of Maine at Orono, Rochester Institute of Technology, Rensselaer Polytechnic Institute, Rhode Island School of Design, Bard College, Skidmore College, Boston University, Temple University, Virginia Polytechnic Institute, Illinois Institute of Technology, Smith College, Colby College, Wentworth Institute of Technology, Pratt Institute, Drexel, Bryn Mawr College, Simmons College, Sweet Briar College, Kenyon College, Johnson & Wales College, St. Michael's College, the University of Southern Maine, Southern Maine Community College, the New School, Saint Joseph's College, Mount Holyoke College, Champlain College, Clark University, Goucher College, Hampshire College, Wheaton College, Savannah College of Art and Design, Maine College of Art, Massachusetts College of Art and Design, the California College of Art, and Cornell University. A point of pride this is that Smith College had its most competitive admissions round ever, receiving 5,432 applications; the college (ranked 12th in U.S. News and World Report's roundup) offered admission to SIX Baxter seniors. Admissions reps from the colleges often express admiration for what they see on visits to the school. In the words of a representative from Thomas College: "Baxter is special, and it was an eye-opening experience to be on your campus."

We strongly believe that after college, having internalized Baxter's expectation that work be both ethical and innovative, **Baxter graduates will be ethical and creative leaders** in the emerging global economy.

b. Academic Program

Baxter Academy uses a technology-rich, student-centered project-based learning approach to education. With the support of the CSP federal grant, Baxter was able to expand access to technology that bolsters student learning, creativity, and innovation. This year, Baxter acquired high-quality cameras and sound equipment for digital storytelling; iPads for touchscreen capabilities in the classroom and for projects that involve rendering and animation; and 3D printers for robotics and other engineering projects.

All students are issued Lenovo ThinkPad laptops equipped with \$11,000 worth of software, including the Adobe Suite, the Microsoft Office suite, and JAVA. Baxter also features a state-of-the-art computer lab with SolidWorks (3D CAD design software), the Adobe suite (which includes Photoshop, Illustrator, InDesign, Premiere Pro), and other professional programs. More than a dozen Baxter students have taken tests to become certified in computer-aided design through SolidWorks, which places them in good standing immediately in the workplace and gives them an edge as they start college engineering programs. One student is completing a Flex Friday internship at an architectural firm where he has designed models in SolidWorks and 3D printed them. Another student is developing computer models for a **tktk** firm. A team of Baxter students took top honors at the Thomas Cup, where teams from schools all over Maine competed overnight in cyber-sleuthing challenges. Baxter holds an annual overnight Code-a-thon.

Also through the grant, the school has channeled resources toward designing and implementing digital platforms that enhance student-centered learning by better reflecting student work in real time and showing progress toward meeting standards required for graduation. This digital platform will provide real-time access to teachers and to students, who will be better able to drive their own learning by tracking their own progress. This system will flexibly coordinate a variety of opportunities to meet standards. It will interface with Baxter's proficiency-based diploma.

BA provides all students with an individualized, collaborative, and interdisciplinary community, guided by teachers who have experiences that include everything from long-distance sailing and mountain climbing to entrepreneurship. The teachers support students in mastering 21st-century skills such as problem-solving and collaboration. All students are expected to make formal presentations across all academic content areas. They write papers that require critical thinking, but they also convey complex information in beautifully realized

infographics and through painstakingly produced documentary films. They solve problems using their intellect but also their imaginations.

Many Baxter students study Mandarin Chinese (and often cite it as a favorite class). Other students study Spanish and French. A group of French students recently visited Quebec for an immersive language experience.

c. Special Student Populations

Because of the project-based, student-centered format at Baxter, students who have struggled in other settings begin to thrive. Attendance trends reverse. On Flex Friday, students with disabilities are integrated into teams of students who represent all abilities. Their special needs often become invisible as students work together to achieve mutually important outcomes.

Baxter's innovative approach to project-based learning (devoting 20 percent of the week to year-long and longer student-driven work) allows learners with different abilities and diverse socioeconomic backgrounds to work together in teams and to overcome previously existing gaps. All IEP students are mainstreamed into classes and activities. Baxter Academy's student population contains a high level of special education students, a rate of 20%, much higher than the state's average of 16.3%, a 504 population of 14%, and an ELL rate of .002%.

Federal grant dollars have been aimed at expanding the school's project-based learning opportunities and extending its success in overcoming achievement gaps among different groups of learners. The school targeted resources toward a project-based ELL program that it will pilot.

d. Assessment

The school has maintained compliance with required standardized testing but remains steadfast in its goal to measure achievement in non-traditional ways. Cited throughout this narrative are examples of students succeeding in real-world terms and in competitions with other high school students. But there are intangible measures, too, that are brought to our attention on almost a daily basis: Parents of middle schoolers (who cycle through many schools' open houses before ninth grade) often remark with admiration on Baxter students' confidence, leadership, and presentation skills. Parents from the Friends School note the maturity with which former students return from Baxter to talk to younger students about their high school experience. Community members notice that seniors going off to college don't just talk about what they are excited to study at college next year but what opportunities they are excited to *start* there.

Results from standardized testing will be provided shortly after they are made available and faculty and administration have had an opportunity to analyze the results and weigh implications for students and teaching.

e. Climate and Discipline

Information related to school climate is collected via student and family surveys, which will be administered in May 2017.

2. Are we an organizational success?

At Baxter, our students “learn by doing.” But so, too, does everyone else in the organization as we work to realize the school’s mission of rigorous STEM innovation within a public school open to all students. Being innovative requires us to experiment with new ideas and approaches even as we must succeed by traditional measures. We remain committed to iterating toward the best outcomes. We remain committed to serving our mission within the significant constraints on all our resources. We recognize that Baxter Academy is often cited as an example of how a school can be successful with fewer resources, but we must acknowledge that the school’s success comes at a significant cost to its human resources.

In Year Four, our organization has responded to significant operational pressure exerted by rapid growth during the school’s startup phase. The student body grew from 130 in the first year to 230 in the second to 320 in the third and 343 this year. This growth necessitated an increase in the faculty at an equally rapid rate. The growth was fueled by strong student demand and met charter contract targets aligned to budget needs, but it outstripped the capacity of the facility at 54 York Street. This reality required the school to establish a satellite location at 561 Congress Street to accommodate the enrollment.

It has been challenging over the past two years to have the school divided between the two downtown campuses. Not only did the budget have to stretch to cover facilities, but the students, teachers, and staff have had to remain flexible around complicated logistics. Classes have had to meet in classrooms designed for other uses. Teachers, students, administrators, and staff have had to migrate back and forth during the course of each school day in all kinds of weather. This divided-campus model has also necessitated more snow days than would have otherwise been necessary because when heavy snowstorms inundate Portland, it often takes a day longer for the city to clear the sidewalks that our students depend upon for traversing between the two buildings. Of course, more snow days put more burden on teachers and students to complete coursework within the timeframe of the impacted trimester; (this is another reason our innovative snow-day learning plan is so important because it allows for student work during three snowbound days to *count*).

Because of these pressing challenges, the board and school leaders have prioritized the search for a permanent home where the school can consolidate and stabilize at 400 students. A new school building has been identified at 185 Lancaster in Portland’s Bayside neighborhood. In the short term, the work required to negotiate a lease, to arrange \$3.8 million in financing for renovations/project costs from various sources, and to move the project through the City’s permitting process have further stretched human and budgetary resources. But we expect, in the long term, that the new facility will substantially ease strain on Baxter’s resources and are mindfully working toward that goal. The administration’s framing question for the school’s transition to Lancaster Street has been: *How do we grow Baxter Academy to 400 students and*

move the school into a 32,000-square-foot space while preserving the culture, resolving organizational challenges, and stretching toward academic aspirations?

Toward these goals, Baxter's administration has solicited feedback from teachers by hosting one-on-one listening lunches, by conducting anonymous surveys, and by convening extensive full-faculty conversations. The administration has reflected on the concerns of students and parents. What has emerged is a transition design that when implemented at Lancaster will offer smaller learning communities within the greater framework of the school, will honor student interest and choice in meeting graduation standards, and will prioritize rigorous STEM learning in ways targeted toward helping students achieve their college and career goals. Despite the fact that teacher retention remains high, the teachers, in particular, have been placed under enormous stress by the rapid growth and split campus. The administration has worked to hear teacher concerns and to incorporate faculty ideas and priorities into the way forward. A new Advisory Cabinet, convened by the Head of School and consisting of members of the faculty, will inform the administration's decision making as Baxter transitions to its new home and settles into its fifth year.

For the first time in the school's startup, the school has been guided for the entire year by the leadership of a *full-time* Executive Director, who transitioned from the position of founding Board Chair and is well versed in the Board's strategic vision for the school. The Executive Director has managed a complicated long-term facilities planning process, informed by architects, Realtors, cost estimators, contractors, and legal experts, with the goal of keeping Baxter in the center of the economic engine of the state, near public transportation hubs, and in reach of networking opportunities with STEM industry, the arts, and diverse cultures. In anticipation of the move to Bayside, the Executive Director has been working closely with the Head of School, the Dean of Students, and the Director of Guidance to set priorities for the transitional work that will bridge Baxter into its new home.

The Head of School continues to set the instructional vision for the school and has worked in particular this year to create a new infrastructure in the special education department. A new Assistant Special Education Director has been hired to implement the changes. The Dean of Students is responsible for implementing a robust RTI program and this year also served as administrator of the federal grant. The Director of Guidance has led the work on the school's evolving transcript and communicated with college admissions office about Baxter's unique programming. The Business Manager is highly qualified and her work is supported by a very experienced operations manager and a front office manager. The staff is eager to help both with students and with keeping the operation of the school in strong working order.

Word-of-mouth about the school remains very positive and is reflected in a highly competitive lottery, held in February. The wait list continues to grow throughout the school year. Students who enroll increasingly tend to be strongly committed to the rigorous academic program.

Families are an important part of Baxter. Students lead parent conferences twice a year. Baxter continues to commit to the Student-led conference model as part of reporting to parents. Parent participation continues to be very high. Parents contribute in many ways to the school's success: Forty percent of Flex Friday projects are supported in various ways by family involvement. (One family, for instance, hosts at their home a team working to restore a World War II ambulance.) Parents provide crucial transportation to and from school activities, such as the one-act festivals, filmmaking opportunities, and robotics. More detailed information will be included in Baxter's Summary Report 2017.

Despite the strain that rapid growth has put on all the adults in the school, teachers and administrators have continued to keep student needs and learning at the center of the work.

Baxter Academy is truly a student-centered organization.

3. Are we a governance success?

The stability of Baxter's board has made it possible for the school's early success to persist through the challenges of rapid growth. Three founding members, including the Chair, remain officers on the Board and provide an institutional knowledge that allows for continuity and strong working relationships with the Executive Director and Head of School. The Chair is a Senior Adviser to Bellwether Education Partners, a highly regarded national nonprofit dedicated to helping education organizations become more effective and achieve dramatic results, especially for high-need students. Her work informs her leadership at Baxter; for example, she co-authored "Charter Boards in the Nation's Capital," a study commissioned by the Thomas B. Fordham Institute that explored the relationship between charter boards and school quality. The Board consists of highly qualified professionals who serve as a vital resource for expertise in school finance, development, assessment, business management, school operations, and college admissions. The Board is responsive to the needs of the organization as a whole while also taking care to govern not manage.

The Board has prioritized consolidating the school into a permanent home. This year, the Board Treasurer has been instrumental in seeking and securing financing that has made a new facility possible. Working closely with a *pro bono* commercial lawyer, the Board has shown agility around the complex processes involved in locating a site on the peninsula in Portland, negotiating a lease, and securing financing from various sources. The Board is gearing up for a capital campaign to ease the debt burden of the new facility. The Board hosts a reception for school partners in June and this year is thanking the teachers with an appreciation mixer.

All meetings are open to the public and are conducted with regard to statute. Transparency is maintained by posting minutes and agendas online.

The board continues to consider highly qualified prospects, especially those who bring development potential, and is designing a process for evaluating prospective directors.

4. Are we a financial success?

Baxter Academy has a solid financial standing. The school has been through a rigorous review process while seeking financing for the new facility and, based on its financial health, has been able to secure a multi-million dollar leasehold mortgage for necessary renovations. Through the eight months ending February 28, 2017, Baxter Academy has a positive net income of \$60,800. The Treasurer projects that as of June 30, the school will break even based on budget projections. The school has not used its line of credit this year. Its current ratio, which is total current Assets divided by current Liabilities, is 3.9. This represents the ability to pay bills as they come due, and is an excellent ratio. The school has received almost \$440,000 in contributions, with \$353,000 targeted toward expenses related to the Lancaster building.

Baxter's expansion to 400 students for next year, as well as consolidation into one facility, will put the school on a solid base for moving forward for future endeavors. Please refer to the seven-year budget projections which demonstrate the school's sustainability.

Appendix B

	2014 baseline	2015 proposed indicator	Proposed Targets: 2017 (year 4)
A. Proficiency on Maine State Assessments			
<i>Measure A1: Proficiency on State Assessments in Reading.</i>	N/A	Establish baseline on Smarter Balanced Assessment 2015	Percent of students at each grade level scoring proficient on the reading portion of the Maine State Assessment. Summer 2015 Establish growth toward baseline, create goals for year 3 and beyond.
		Results: Forthcoming (testing in May '15)	
<i>Measure A2: Proficiency on State Assessments in math.</i>	N/A	Establish baseline on Smarter Balanced Assessment 2015	Percent of students at each grade level scoring proficient on the mathematics portion of the Maine State Assessment. Summer 2015 Establish growth toward baseline, create goals for year 3 and beyond
		Results: Forthcoming (testing in May '15)	
<i>Measure A3: Proficiency on State Assessments in science, if available</i>	N/A	Establish baseline on SAT Science Augmentation 2014-15 school year	Percent of students at each grade level scoring proficient on the science portions of any Maine State
B. Proficiency on school selected assessment (optional)			
<i>Measure B1: Proficiency on school selected standardized test in reading, math</i>	Baseline Established Class of 2017 Math- RIT 238 (58% at or above grade level mean), Reading- RIT 231 (80% at or above grade level mean) Class of 2016 Math- RIT 246 (73% at or above grade level mean), Reading- RIT 235 (84% at or above grade level mean)	2014-2015 Results Class of 2018 Math- RIT 247 (81% at or above grade level mean), Reading- RIT 236 (81% at or above grade level mean) Class of 2017 Math- RIT 240 (61% at or above grade level mean), Reading- RIT 234 (80% at or above grade level mean)	Proposed targets to be determined Summer 2015
<i>Measure B2: Percentage of students taking an Engineering, Design, and Fabrication course</i>	Baseline established by 2014 historical percentages	85% or more students will have taken all three types of courses by graduation	90% or more students will have take all three types of courses by graduation
C. Student Academic Growth			
<i>Measure C1: Growth on State Assessment for Reading.</i>	N/A	Establish baseline on Smarter Balanced Assessment 2015	Percent of students at each grade level scoring proficient on the reading portion of the Maine State Assessment. Summer 2015 Establish growth toward
		Results: Forthcoming (testing in May '15)	
<i>Measure C2: Growth on State Assessment for Math.</i>	N/A	Establish baseline on Smarter Balanced Assessment 2015	Percent of students at each grade level scoring proficient on the mathematics portion of the Maine State Assessment. Summer 2015 Establish growth toward baseline, create goals for year 3 and beyond

		Results: Forthcoming (testing in May '15)	
D. Decreasing Achievement Gaps			
<i>Measure D1: Decrease in reported gaps in proficiency between major student subgroups on Maine State Assessment in Reading.</i>	School did not participate in state assessment program; Baseline and agreed growth target will be established for year 2.	TBD: Baseline will be determined from Sp '15 Smarter Balanced assessment	Establish degree to which potential performance gaps will be reduced between subgroups with N > 10 students: SPED, ELL, SES, Ethnicity as compared to % proficient "non-identified" students (TBD)
		<u>Results: Forthcoming (testing in May '15)</u>	
<i>Measure D2: Decrease in reported gaps in proficiency between major student subgroups on Maine State Assessment in Math.</i>	School did not participate in state assessment program; Baseline and agreed growth target will be established for year 2.	TBD: Baseline will be determined from Sp '15 Smarter Balanced assessment	Establish degree to which potential performance gaps will be reduced between subgroups with N > 10 students: SPED, ELL, SES, Ethnicity as compared to % proficient "non-identified" students (TBD)
		Results: Forthcoming (testing in May '15)	
E. Student Attendance (optional)			
<i>Measure E1: Average Daily Attendance Rate</i>	Percent in attendance for 2013-14 full year was 96.8 %.	Optional: TBD	Kept locally for internal accountability: not reported (optional)
<i>Measure E2: Reduce unexcused absences.</i>	(We were not asked to report on this last year: can we create a baseline from 2013/14 data?)	Optional: TBD	Kept locally for internal accountability: not reported (optional)
F. Student Enrollment			
<i>Measure F1: Maintaining student enrollment</i>	% students enrolled on state "count day" who are still enrolled on last day of school.	90% of students enrolled on state "count day" will still be enrolled on last day of school.	90% of students enrolled on state "count day" will still be enrolled on last day of school.
	(We were not asked to report on this last year: can we create a baseline from 2013/14 data?)		
<i>Measure F2: Student re-enrollment from one year to the next</i>	% of students re-enrolled	90% of students enrolled on last day of school indicate intent to return the following school year	90% of students enrolled on last day of school indicate intent to return the following school year
	Result 2013/14:		
G. Post-Secondary Readiness			
			90% graduation rate as determined by following

Measure G1: Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)	N/A	N/A	formula: Number of graduating class cohort members who earned a regular HS diploma by end of their cohort target year / Number of first time 9th graders or entering class in fall of first year (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during their cohort's tenure at the school.
Measure G2: Maine determined graduation rate as determined under Title 20 A MRSA, section 5031, subsection 1.	N/A	N/A	90% graduation rate as determined under title -20-A MRSA, section 5021, and subsection 1, beginning with the class of 2016. http://www.mainelegislature.org/legis/statutes/20-a/title20-Asec5031.html
Measure G3: Student proficiency on SAT	N/A	Establish baseline on Smarter Balanced Assessment 2015	Percent of students at each grade level scoring proficient on the Maine State Assessment. 2017 Target: Grade 11: Summer 2015 Establish growth toward baseline, create goals for year 3 and beyond
Measure G4: Enrollment in post-secondary institutions	N/A	N/A	
Measure G5: Outcomes for students not attending post-secondary institutions	N/A	N/A	90% of students not enrolled in postsecondary education are employed or are participating in career-relevant internship/apprenticeships.
Measure G6: Percentage of students completing dual enrollment courses	N/A	Percent of Juniors and Seniors attempting dual enrollment courses.	80% of Juniors and Seniors attempting dual enrollment courses complete them satisfactorily.
H. Financial Responsibility and Sustainability			
Measure H1: Governance board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.	Board of Directors reviewed budget on, at minimum, a quarterly basis.	Board minutes reflect dates when budget was reviewed.	Board of Directors review budget on, at minimum, a quarterly basis.
Measure H2: School conducts an external audit.	School conducted an external audit.	Quarterly financial reports and end-of-year audit are available to authorizer.	Quarterly financial reports and end of year audit are available to authorizer.
I. Governance Board Performance & Stewardship			
Measure I1: Governance Board operates in a transparent, responsible, and legally compliant manner.	Governance Board holds public meetings with posted agendas and minutes.	Governance Board holds public meetings with posted agendas and minutes.	Governance Board holds public meetings with posted agendas and minutes.

Measure I2: Governance Board provides oversight of school leadership team.	Board considering new alignment of leadership team based upon first year review.	Board will review leadership team structure and performance and will provide feedback to team and/or recommend changes as needed.	Board will review leadership team structure and performance and will provide feedback to team and/or recommend changes as needed.
J. Facilities, Transportation, and Food Services			
Measure J1: School facilities meet educational and health and safety standards..	Inspection reports were provided. Cleaning and maintenance logs are kept.	Board reports to authorizer annually that the facilities meet educational and health and safety standards. Review team observes facilities during annual visit.	Annual review of maintenance for facility; observation during authorizer visits; facility records available upon request.
Measure J2: Record of costs and student utilization of food service.	Lunch services are available to any student at a cost of .54 per day. Arrangements are made with two local providers who prepare a fresh lunch based upon orders placed a week ahead and delivered daily. 2600 +/- lunches were served to 25% percent of the participating students. Baxter has also provided 2083 lunches free to students eligible for free and reduced price meals. This costs over \$9000.	Number of lunches served over year and percent of student population participating in school lunch service. Number of free and reduced lunches provided to students and related cost.	Number of lunches served over year and percent of student population participating in school lunch service. Number of free and reduced lunches provided to students and related cost.
Measure J2: Record of costs and student utilization of transportation service.	Baxter has a busing contract and provides three routes. Results of student survey were positive, however school acted assertively to address concerns that were expressed in survey results.	Contracted routes and public options in keeping with budget constraints.	Contract for transportation; record of costs.
K. Social and Academic Climate			
Measure K1: Safe school climate.	1. Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook. 2. Students report there are no cliques at the school and that students generally get along well with each other.	School will report the number of behavioral incidents using the state and federal reporting requirements.	Records of reports submitted to state and federal; action plans taken by the school to improve the school climate.
Measure K2: Family and Student Satisfaction	A summary of the survey results was given as well as the raw data. A strongly positive and consistent trend across each stakeholder group indicates that a healthy school climate that supports learning exists. The results will be compared to national data; Information about the Student Judiciary Board information was provided. The Judiciary Board is responsible for holding members of the school community accountable for violating the school norms explained in the Baxtitution.	Annual administration of a climate survey (in-house) representing stable or rising positive perceptions from each stakeholder group re: school climate and support for learning.	Results from annual administration of a climate survey (in-house) representing stable or rising positive perceptions from each stakeholder group re: school climate and support for learning.
L. Parent and Community Engagement			
	The school has an active and involved parent advisory	# times Parent Advisory meets; % families	

<i>Measure L1: Parent engagement</i>	association, Friends of Baxter, which meets monthly. All families are invited to participate in BA's annual appeal to give. Weekly, or even more frequently, newsletter from Head of School is provided to parents. Faculty communicates frequently with parents.	contributing to annual appeal; frequency of communications (either via mail/e-mail/web-posting) with parents from the Head of School. % parent/family participation in student-led conferences.	Parent Advisory Group to meet minimum of 3x/year; weekly outreach to parents from Head of School. 80 % parent/family participation in student-led conferences.
<i>Measure L2: Community engagement</i>	Baxter will document a portfolio of corporate and community partners aiming to increase the number and depth of engagements.	Portfolio of corporate, community, and/or academic partners showing growth in the depth of partner engagement and/or breadth of partners.	BA's portfolio of corporate, community, and academic partners will contribute substantial resources to the school, including access to student opportunities, in-kind donations, financial support, and visibility.

Appendix C

Final Report Year Ending June 2014

Baxter Academy for Technology and Sciences

54 York Street

Portland, Maine

1. Introduction

Baxter Academy for Technology and Sciences officially opened their doors with 130 students in 9th and 10th grade coming from 38 Maine towns. Student demographics appear similar to that of many public schools with 17% special needs, 53 % free and reduced lunch and 14 % ELL.

School philosophy promotes innovation where loving to learn and trying new things is part of everyday. It is a school where ethical conduct is expected and exhibited. If behavior is not acceptable, students will say, “We don’t do that at Baxter”. Early on in the year, with guidance from faculty, students developed their own handbook called, “Baxtitation.” This Code of Conduct is inclusive of everyone and defines what it means to be a member of the Baxter student body. Students have commented that they feel safe and that there is an acceptance of all the differences found within the student body. They feel there are no “groups” and no one is ever judged on what they wear, how they look or what they say.

Day one was a highly successful emersion program, conducted by “Rippleeffect”, at Fort Williams Park in Cape Elizabeth. The intention of the program was for students to begin developing trust and respect for each other through specific outdoor activities.

The first official day of classes began, literally, with assigned teams assembling all the school furniture. Phase 1 of the facilities 11,000 sq. ft. build out had been completed and approved under much unnecessary public scrutiny. The Certificate of Occupancy was issued on August 26th.

By March of 2014, an additional 4,000 sq. ft. of renovations for Phase 2 was completed providing more space for teaching and learning. Phase 3 renovations, which will provide an additional 6,000 sq. ft. in the basement, is being completed for use in the 2014-15 school year. This space will accommodate 100 new students, for a total student body of 230.

With approximately 85 sq.ft. of space per student, this amount of per pupil space is much less than that found in new school planning. The administration feels this smaller space “promotes interaction across social groups and personal interests, decreasing the appearance of exclusive cliques. These spaces support collaborative and active learning due to size as well as furniture choices.”

Initially, scheduling was not meeting its intended mission and a very courageous staff spent two full days in workshops successfully redefining how it could be accomplished. Communication sessions were necessary for both students and parents to accept and understand the changes.

Flex Friday has developed into a program that is an integral part of the overall success of the first year. The students exclaim and praise the work done in Flex Friday. Many visitors come to Baxter on Friday’s to observe students involved with fascinating group projects.

Communication occurs on a regular basis between faculty, students, administration and parents. Parents and students report that teachers and administrators are always available. Students have accepted and understand the responsibilities of open campus privileges. The parents are very enthusiastic about the Student Led Conferences. Students shared comments that they learned a great deal from preparing for these meetings. Also to be noted, every incoming student met with a faculty member, administrator or received a home visit before attending Baxter.

Outreach to the community has been extensive as exhibited with the financial gifts (\$600,000), in-kind donations and business partnerships established. Additionally, individuals and leaders from the community have been invited to visit the school and see the student and staff actively engaged in learning.

The academic staff is highly credentialed and ten new staff members will be added to accommodate the incoming class. There is also a waiting list of students in grades 9 and 10. The administration has designed a new organizational framework which will be sent to the Board for final approval this fall.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team of three members, Jana Lapoint, Chair, Ande Smith and John Bird. Also present were Robert Kautz, MCSC Executive Director, and Peg Armstrong, from the DOE Division of Special Education.

The Commission team conducted two scheduled on-site visits on November 7, 2013 and June 12, 2014. Along with the visits, the review team received many paper documents as part of the review. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit, but prior to the development of this report. A list of documents provided by the school as part of this report is available from the MCSC office.

Section 3: Charter Commission Annual Report on Baxter Academy's Performance Indicators August 2014

Outcome is designated by color.

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Student Academic Proficiency</u> <i>Measure 1: Proficiency on State Assessments in English language arts.</i>	<i>Establish Baseline and target of the percentage of students scoring at "proficiency" or above on state assessments in English language arts.</i>	Baseline will be established in year 2 using year 1 results.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 2: Proficiency on State Assessments in math.</i>	<i>Establish Baseline and target of the percentage of students scoring at "proficiency" or above on state assessments in Math</i>	Baseline will be established in year 2 using year 1 results.	Science will need to be an added curricular category.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 3: Proficiency on school selected standardized test in reading.</i>	<i>Establish baseline using NWEA in reading, PSAT and Readistep.</i>	On the NWEA 86.5 % of Freshmen students and 88.2 % of the Sophomore students scored in the Average & Above Average percentile ranges on the spring, 2014 assessment of math. 57.8 % of the Freshmen scored at or above the Norm Grade Level Mean RIT, as did 84.3 % of sophomores. On the PSAT 53.8% are on track to be college and career ready, compared to 39.1% nationally. On the Readistep 73% of the Freshmen performed at or above the expected in Critical Reading, and 80% at or above what is expected in Writing, as compared to the	There was a single administration of the NWEA: the school plans to administer the NWEA twice of the next years. The PSAT was administered to 52 sophomores; their score on average was 47.69 for Critical Reading and 46.85 for Writing. The College Board Readistep was administered to 66 Freshmen; their mean score was 4.6 out of 7.0 for Critical Reading and 4.0 out of 7.0 for Writing Skills.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

<p><u>Student Academic Proficiency</u> <i>Measure 4: Proficiency on school selected standardized test in math.</i></p>	<p><i>Establish baseline using NWEA in math, PSAT and Readistep.</i></p>	<p>Comparable Group.</p> <p>On the NWEA 67.6 % of Freshmen students and 80.4 % of the Sophomore students scored in the Average & Above Average percentile ranges on the spring, 2014 assessment of math. 57.8 % of the Freshmen and 72.6 % of the sophomores scored at or above the Norm Grade Level Mean RIT.</p> <p>On the PSAT the composite score was 141, which is 8 points higher than the College ready benchmark of 133.</p> <p>On the Readistep 69% of the Freshmen performed at or above the expected in Math, as compared to the Comparable Group.</p>	<p>There was a single administration of the NWEA: the school plans to administer the NWEA twice in the next years.</p> <p>The PSAT was administered to 52 sophomores; their score on average was a 47.62 for Math.</p> <p>The College Board Readistep was administered to 66 Freshmen; their mean score was 4.0 out of 7.0 for Math.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>
<p><u>Student Academic Proficiency</u> <i>Measure 5: Proficiency on school designed assessment program measuring Maine Learning Results.</i></p>	<p><i>Year One: Establish Baseline.</i></p>	<p>In grades 9 and 10, BA students will demonstrate proficiency of Common Core/Maine Learning Results from NWEA's MAP (which compares NWEA RIT scores to Maine proficiency levels). This year's scores will be the baseline to measure the target of 2 % growth in students reaching proficiency on all measures of academic performance.</p>	<p>School is tracking student performance using a proficiency-based assessment system through-out the 2013-2014 school year and is prepared to provide student achievement data beginning in year two.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>
<p><u>Student Academic Proficiency</u> <i>Measure 6: Student Portfolio</i></p>	<p><i>80 % of students will show that they have met 80 % of their Individualized Learning</i></p>	<p>94.7 % of Baxter students created digital portfolios as the foundation of the</p>	<p>Examples of the portfolios are available on request at the school.</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>

	<i>Plan by the end of each academic year, documented by student portfolios and assessment records and reviewed at annual student portfolio conferences.</i>	Student-Led Conference process in the 2013-14 school year.		
<u>Student Academic Growth</u> <i>Measure 1: Growth on State Assessment and value-added normed individual and group assessment for English and math</i>	<i>Establish Baseline for year 2 measure .Benchmarks established for each student, target is one year's growth.</i>	School did not participate in state assessment program, baseline will be established for year 2. On the NWEA at least 80% of students will perform at least 2% above RIT Growth norms on all areas of achievement assessed.	NWEA administered once, next year it will be administered twice to show growth during the year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Achievement Gaps</u> <i>Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</i>	<i>Establish Baseline for year 2 measure, analyzing gaps in proficiency and growth found in SAT, PSAT, NWEA, and student portfolios.</i>	School did not participate in state assessment program, baseline and agreed growth target will be established for year 2.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Attendance</u> <i>Measure 1: Average Daily Attendance Rate</i>	<i>An attendance rate at least 1 % above the state average for attendance, with a simultaneous goal of having rates at or above 94 %.</i>	Percent in attendance for 2013-14 full year was 96.8 %.	State average not available but has been in the 94 % range for a number of years.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Enrollment</u> <i>Measure 1: Student re-enrollment from one year to the next</i>	<i>90% of students enrolled on last day of school indicate intent to return the following school year</i>	91.1 % have re-enrolled.	There were 139 students in total, 9 left during the year, 3 are not returning, and 127 re-enrolled.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Enrollment</u> <i>Measure 2: Continuous Student re-enrollment for multiple years.</i>	<i>90% of students will maintain continuous enrollment for multiple years.</i>	N/A		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post-Secondary Readiness</u> <i>Measure 1: Federal Graduation 4-year Adjusted Cohort</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Graduation Rate (ACGR)				
Post-Secondary Readiness Measure 2: Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, and subsection 1.	Not Applicable	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness Measure 3: Percentage of students completing dual enrollment courses	Not Applicable	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness Measure 4: Percentage of students scoring at or above state average on SAT.	51 % Percent of students will score at or above the state average on SAT test	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness Measure 5: Enrollment in post-secondary institutions	Not Applicable	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness Measure 6: Outcomes for students not attending post-secondary institutions.	Not Applicable	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Financial Performance and Sustainability Measure 1: Governance board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.	Governance board and/or financial committee review budget on a quarterly basis at a minimum.	From Board Minutes: Treasurer's Report August 13, 2013 November 12, 2013 January 15, 2014 February 11, 2014 March 11 2014		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Financial Performance and Sustainability Measure 2: School conducts an external audit.	Quarterly financial reports and end of year audit are available to authorizer.	The quarterly reports were available. Variance between budget and actual revenue and expenditures exceeded a +/- 10 %.	Audit has been arranged and will be completed in the fall of 2014. Revenues were unexpectedly higher than anticipated. There is a cash balance of just under \$300K at end of fiscal year	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

			. \$ 600K was raised during the year.	
<u>Governance Board Performance & Stewardship</u> <i>Measure 1: Governance Board operates in a transparent, responsible, and legally compliant manner.</i>	<i>Governance Board holds public meetings with posted agendas and minutes.</i>	<i>Minutes are available on Website. By-laws and policies developed and being reviewed for formal Board adoption. Board has met frequently.</i>	Minutes are posted as soon as possible. The minutes are listed under “News” on its website. Agendas were not found. Board is reviewing its freedom of access policies and practices to assure compliance with the law. All Board members completed freedom of access training.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Governance Board Performance & Stewardship</u> <i>Measure 2: Governance Board provides oversight of school leadership team.</i>	<i>Board conducts an annual evaluation of school leadership.</i>	Board considering new alignment of leadership team based upon first year review.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Adequacy of Facilities Maintenance in Support of Program</u> <i>Measure 1: School facilities meet educational and health and safety standards, and are maintained, clean and cost efficient.</i>	<i>Board certifies that the facilities meet educational and health and safety standards. Are clean, maintained and efficient regarding costs.</i>	Inspection reports were provided. Cleaning and maintenance logs are kept.	Facility was in good order during June 5 th end of year visit .This was also observed during unscheduled visits and the 90 day review.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Adequacy of Facilities Maintenance in Support of Program</u> <i>Measure 2: Capital improvement plan</i>	<i>An updated 1-3-5 plan for capital improvements is available.</i>	A Building Committee for planning exists and meets every two months. The plan’s Phase 1(original renovation) was completed for the opening of school. Phase 2 (2 additional classrooms, consultation room, conference room, and 6 administrative offices) was completed during the 2013-14 school year. Phase 3, a build out of the basement	Board minutes indicate capital development plan has been approved for first three phases. The school has only 85 Sq.Ft. per student and yet has adequate space for collaborative and active learning, where students are known and safe.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

		area, is presently being done to accommodate an additional 100 students for the 2014-15 school year. There are no firm plans for future space for planned growth of an additional 90 students in the 2015-16 school year.		
<u>Transportation & Food Service</u> <i>Measure 1: Record of costs and student utilization of food service.</i>	<i>School reports on costs and student participation.</i>	Lunch services are available to any student at a cost of \$4 per day. Arrangements are made with two local providers who prepare a fresh lunch based upon orders placed a week ahead and delivered daily. 2600 +/- lunches were served to 25% percent of the participating students. Baxter has also provided 2083 lunches free to students eligible for free and reduced price meals. This costs over \$8000.	Baxter does not participate in any state/federal food service programs. Breakfast is not served.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Transportation & Food Service</u> <i>Measure 2: Record of costs and student utilization of transportation service.</i>	<i>School reports student survey of transportation, costs and student usage.</i>	Baxter has a busing contract and provides three routes. Results of student survey were positive, however school acted assertively to address concerns that were expressed in survey results.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>School Social and Academic Climate</u> <i>Measure 1: Instances of bullying, harassment, or other abusive practices.</i>	1. <i>Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook.</i> 2. <i>Establish baseline of incidents of per student bullying.</i>	1. Policy in Student Handbook 2. Baseline to be established and data to be collected twice a year and analyzed to minimize behavioral issues and determine necessary intervention.	Students and parents report an inclusive environment that is supportive of all students. Students report there are no cliques at the school and that students generally get along well with each other.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

<u>School Social and Academic Climate</u> <i>Measure 2: Family and Student Satisfaction</i>	<i>Administration of a climate survey administered in-house.</i>	<p>On June 9-10 a satisfaction survey (ASCD 2014 School Climate Survey) was administered to teachers, parents and students, addressing safety, teaching and learning interpersonal relationships and institutional environment. Surveys each year will be analyzed.</p>	<p>A summary of the survey results was given as well as the raw data. A strongly positive and consistent trend across each stakeholder group indicates that a healthy school climate that supports learning exists. The results will be compared to national data.</p> <p>Information about the Student Judiciary Board information was provided. The Judiciary Board is responsible for holding members of the school community accountable for violating the school norms explained in the Baxtitution.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> <i>Measure 1: Parent and family Participation in school sponsored activities including volunteer and fundraising activities.</i>	<i>Parent participation in volunteer, fundraising activities will be measured and a goal set after first year.</i>	<p>Data collected and baseline established with goals for improvement. 100% participation is the goal. Data of participation and amount of time contributed is kept.</p>	<p>The school has an active and involved parent advisory association, Friends of Baxter, which meets monthly.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> <i>Measure 2: Parent Communication Systems</i>	<i>Regular and clear communications between school and parents regarding operations of the school and their children.</i>	<p>Goal is to send, at a minimum, monthly communication to parents by e-mail, and/or web-posting to advise them of school happenings and important upcoming dates and decisions. Evidence of frequent and relevant communication was presented.</p>	<p>Weekly, or even more frequently, newsletter from Head of School is provided to parents. Faculty communicates frequently with parents.</p> <p>Parents indicated during interviews that communication between school and home was excellent and saw it as a strength of the school.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community</u>	<i>Family participation in</i>	Parent/student conferences	In the first year there was one	<input checked="" type="checkbox"/> Meets

<u>Engagement</u> <i>Measure 3: Parent participation in their children's education.</i>	<i>Student Conferences.</i>	are held twice a year and content of conference documented. Data is kept to use for increased participation.	conference with 100% participation and a student project demonstration. Next year there will be two parent /student conferences	<input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> Measure 4: Partnerships with community organizations, representatives and non-charter public schools.	<i>Baxter will document a portfolio of corporate and community partners aiming to increase the number and depth of engagements.</i>	Data presented and partnerships include: Riverview Martial Arts; The Telling Room; The Space Gallery, Build-A-Biz, Casco Bay Tech Hub, Maine Inside Out, MECA< WMPG/Blunt Youth Radio & Local Motives, Rippleffect, Maine Yacht Service.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency		X	
Student Academic Growth	N/A		
Achievement Gaps in proficiency and growth between major student subgroups	N/A		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	N/A		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

3. Commendations

- Both the board and administration should be commended for their dedication, devotion and hard work in overcoming obstacles to successfully launch the School.
- Both the board and administration identified administrative infrastructure issues in year one and applied that experience to modify the administration model going forward.
- Forging an exceptionally strong communication system between the home and school, one of the anchors being the student-led conferences.
- Actively seeking and supporting the engagement of parents in the life of the school. A big challenge considering that families are drawn from 38 communities over a wide geographic area.
- Flex Fridays have become a rousing success.
- A strong financial performance and outlook.
- Student involvement with developing their own “Baxtitution” Code of Conduct.
- Campus where everyone is welcomed.
- Creative and innovative opening of school using resources of “Rippleeffect”.
- Revising policies to update transparency in meeting “Freedom of Access” information.
- Creating an environment where a desire to learn is apparent.
- Respect and tolerance by students for differences within the student body.

4. Recommendations

- Stick with the new administrative model and make it work. The keystone is investing overall administrative authority in the Head of School. She is responsible for creating the team, and while some responsibilities are delegated, is its leader.

- Absolutely essential that the board grow and in so doing recruit new members who can complement the current skill sets. People with strong fundraising and business ties in the community should be a priority.
- The board was necessarily hands-on in the run-up to opening the School and throughout its first year of operation. Now is the time to pull back to being a policy-making and oversight body, with the exception of its fiduciary role, especially in the fundraising and partnership development areas.
- Be more realistic about how much the academic program can absorb in encouraging students to pursue their dreams. Expectations about the number of projects the students could pursue were raised a bit too high in year one and fueled some disappointment.
- The monthly agenda should be posted as well as all board policies on web site.
- Evaluation of Director should be done yearly by the Board.
- Develop a plan for what the next expansion will look like if the additional 90 students complete the 8-12 grades.
- Staff training in how to evaluate NWEA, Redistep to best support students.
- Although it was evident that many volunteer hours had been given to Baxter, it would helpful if these could be documented.

Summary

Baxter has completed its first year and as it was stated earlier in the year, “It doesn’t get much better.” They have had an exceptional year. Students and parents sing nothing but praises of the school. Students are excited to come every day and the parents have seen changes and growth in their children never expected.

Teachers are well educated and anxious to help students share their excitement of learning and teaching. The administration is creative and willing to make changes whenever necessary. The curriculum is always evolving to meet the needs of the students. The board and administration are constantly reaching out to the community to bring them closer to the programs at Baxter.

Although the financial picture is strong, Baxter does carry a heavy burden with its building lease. The location of the school is excellent but it does pose financial concerns for the future of Baxter.

The board must consider more members to continue the exceptional work they have already done. (It is noted that on the day of the review the Board did present resumes for candidates to serve on the board and is in the process of voting on these individuals.)

This coming year should bring many exceptional advances in how students learn and grow.

Review Team Members:

Jana Lapoint, Chair

Ande Smith

John Bird

Maine Charter School Commission

September, 2015

On June 11, 2015, an announced on-site visit was made to Baxter Academy for Technology and Science public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Education representative. The visiting team held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Jana Lapoint
Commission	John Bird
Commission	Ande Smith
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Education Representative	Peg Armstrong

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT

September 2015

Section 1 : School Overview

School Name	Baxter Academy for Technology and Science
Address	54 York Street Portland, Maine

Executive Director	Carl Stasio
Board Chair	Kelli Pryor

Head of School	Michele LaForge
Special Education Coordinator	Mo Nunez

Year Opened	School year 2013-2014
Years in Operation	2
Number of Sending Districts	34
Grades Served	9-11
Number of Students	226
Number of Students on Waiting List	40
Average Class Size	16
Teacher – Student Ratio	1:16

Mission	To be a rigorous, college preparatory high school promoting student ownership of learning through curriculum focused specifically on science, technology, engineering, and math.
Vision	To use a technology-rich, project-based learning approach to education at the secondary level.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency	X		
Student Academic Growth	X		
Achievement Gaps in proficiency and growth between major student subgroups ¹			
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Food Service	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

¹ Achievement gaps- setting baseline

Section 3: Academics

Baxter Academy for Technology and Science met its academic goals.

Targets:

- Proficiency on State Assessments in Reading and Math
- Proficiency on School-selected standardized tests in Reading and Math
- Growth on State Assessment for Reading and Math
- Decrease in reported gaps in proficiency between major student subgroups on Maine Assessment in Reading and Math
- Student Proficiency on SAT

Performance:

Smarter Balanced Completion Rates

Third year students at Baxter, a class of 54, completed the Smarter Balanced Assessment in April and May. The Head of School, reported that many of Baxter's students and parents are opposed to standardized testing, and that 4 students opted out of some or all testing, one student was absent for the majority of testing, and 2 other students were absent and participated in some, but not all testing. Baxter's Smarter Balanced test scores are 23% higher than the state average in ELA and 17% higher than the state average in Math.

ELA	% level 3 or above - Baxter	% level 3 or above - Maine
Grade 11	70%	47%

Math	% level 3 or above - Baxter	% level 3 or above - Maine
Grade 11	42%	25%

Math	% level 3 or above - Baxter	% level 3 or above - Maine
Grade 11	74%	42%

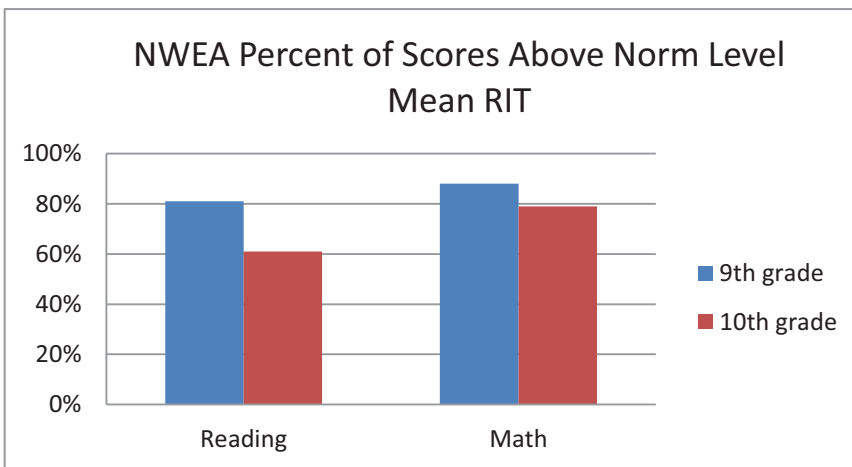
In the 2014-2015 school year, Baxter Academy tested students using the College Board PSAT and ReadISTEP tests, as well as the NWEA test. Baxter students have performed well on all standardized testing with a high percentage performing at or above grade level on the NWEA. Baxter's average PSAT and ReadISTEP scores are at or above all state and national means.

READISTEP	Baxter Mean	State Mean	National Mean
Critical Reading	4.7	4.2	3.9
Writing	4.4	3.9	3.7
Math	4.5	4.1	3.9

PSAT - Juniors	Baxter Mean	State Mean	National Mean
Critical Reading	51.0	45.4	46.2
Writing	46.7	43.7	44.7
Math	48.7	47.1	47.9

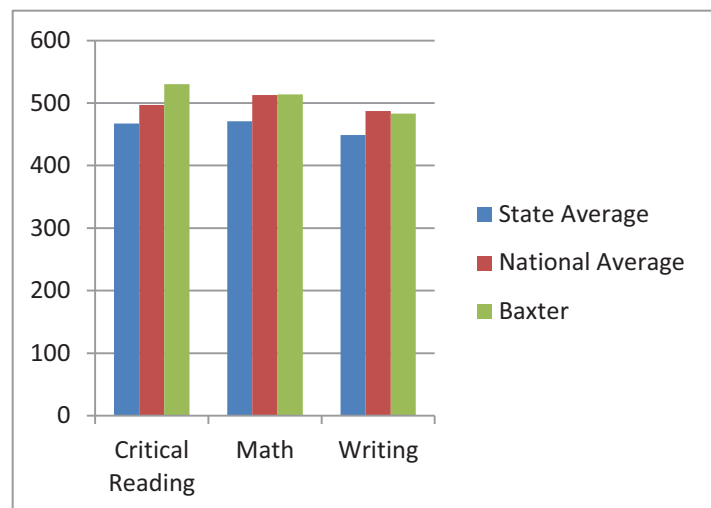
PSAT - Sophomores	Baxter Mean	State Mean	National Mean
Critical Reading	47.6	42.1	41.6
Writing	44.4	39.8	39.6
Math	43.2	43.2	41.6

On NWEA testing 81% of students in grade 9 scored at or above Norm Grade Level Mean RIT in Math, and 61% of students in grade 10 scored at or above Norm Grade Level Mean RIT in Math. 88% of grade 9 scored at or above Norm Grade Level Mean RIT in Math, and 79% of students in grade 10 scored at or above Norm Grade Level Mean RIT in Math. Of 172 9th and 10th grade students, 14 students (8%) opted out of testing.



46 Baxter students took the SATs and scored in the 57th percentile overall in Reading nationally, and at the 65th percentile overall in reading when compared with other Maine students. For Math, Baxter's students are in the 48th percentile nationally and in the 58th percentile for Maine students. In Writing, Baxter's students are in the 48th percentile nationally and the 57th percentile for the state of Maine.

Class of 2016 Average SAT Scores: Reading 530, Math 514, Writing 483



(State and National Average Data based on data from December 2014)

Section 4: Enrollment and Attendance

Baxter Academy for Technology and Science met its targets in the area of Enrollment and Attendance.

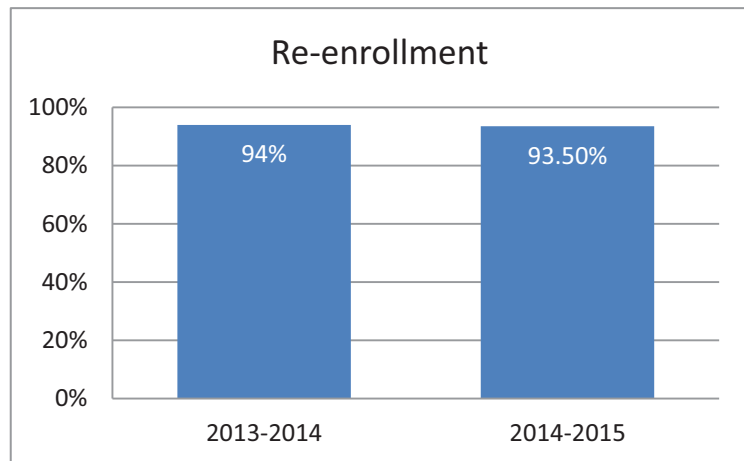
Student Enrollment

Targets:

- 90% of students enrolled on “student count day” will still be enrolled on the last day of school.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- Student enrolled continuously for multiple years

Performance:

94% of students enrolled at the end of school year 2013-2014 returned for the 2014-2015 school year. During the 2014-15 school year, 15 of the 232 students enrolled withdrew; the retention rate for the year was 93.5%, meeting the 90% target. 98.6% of students enrolled at the end of the 2014-15 school year have re-enrolled for the 2015-16 school year, meeting the 90% re-enrollment target.



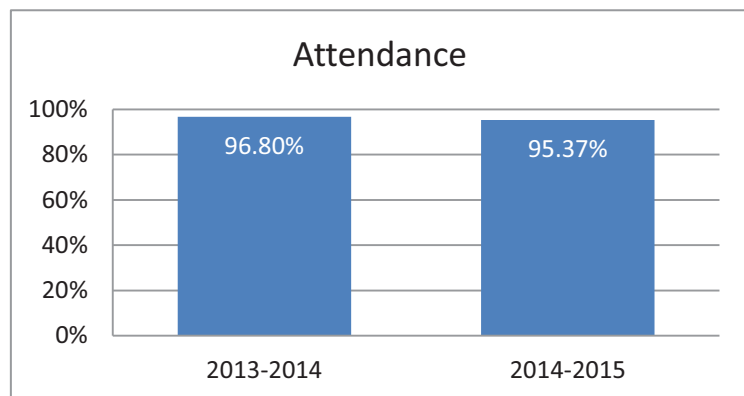
Student Attendance

Targets:

- Average Daily Attendance
- Reduce Unexcused Absences
- Dual Enrollment Rate

Performance:

Percent in attendance for 2014-15 school year was 95.37%, a 1.4% decrease from the 2013-14 school year's attendance of 96.8%.



24% of Baxter juniors took at least 1 college course with a passing rate of 100%. Seven students took 1 dual enrollment course, 4 students took 2 courses, one student took 3 courses, and 1 student took 4 dual enrollment courses.

Because a recent survey revealed that more than 90% of Baxter's class of 2016 students were interested in exploring dual enrollment college courses, the Director of Guidance, will assist students in enrollment and will work on the development of a cohort of juniors and seniors for dual enrollment classes beginning fall 2015.

Section 5: Governance

Baxter Academy for Technology and Science met its targets in the area of Governance.

Governance Board Performance & Stewardship

Targets:

- Transparent Board operations
- Responsible Board operations
- Legally compliant Board operations
- Provide oversight to school leadership team

Performance:

During the 2014-15 school year the Baxter Academy for Technology and Science Governing Board consisted of all 5 founding members and 2 additional new board members. The board is interested in expanding members with strong backgrounds in development and ties to STEM industries.

The Board meets on the second Tuesday of each month. Meeting agendas and minutes are posted to the school's website. During the year, 2 board members attended a board training provided by Maine Association for Charter Schools.

Due to personnel changes, the Board Chair, has stepped in to pick up more development responsibilities with grant writing, marketing, by providing opportunities for community leaders to visit Baxter on Flex Friday's and giving assistance with transportation issues. Other board members reported that they had been able this year to reduce their volunteer time in administrative matters and focus more on board governance.

The Governing Board reported that its greatest accomplishment during the 2014-15 school year was in development and outreach. Much of the school's outreach remains in the hands of the board as it seeks to find wider support and partnerships that will sustain the school into the future. The board coordinated goodwill tours that introduced the school, and particularly the Flex Friday program, to such community leaders as the Commissioner of Education, legislators, economists, workforce development officers, university deans, local independent and public school educators, and STEM professionals. The board hosted an event to showcase Flex Friday to community leaders. The school maintained a membership in the local Chamber of Commerce and the board and administrators attended functions that relate to the school's mission. Going forward, the board is shifting more of its focus from the start up to long-term strategic planning.

Next year, the need for additional space requires Baxter Academy for Technology and Science Governing Board to continue to work to insure that the current location, as well as a satellite space, will meet all applicable health, safety and fire code requirements and shall be sufficient in size to safely house the anticipated enrollment, and meet ADA/ state requirements.

2014-2015 Governing Board

Chair of the Board	Kelli Pryor
Board Member	Allison Crean Davis
Board Member	Peter Montano
Board Member	Peter Morrison
Board Member	Ruth Dean
Board Member	Kim Gustafson
Board Member	Christian Sparling

Section 6: Administration

Executive Director	Carl Stasio
Principal	Michele LaForge
Special Education Coordinator	Mo Nunez

Early in the 2014-15 school year there were some unexpected personnel changes at Baxter Academy, which required an adjustment of responsibilities and staffing. The resulting organization was closer to the original model and the Principal's job description more strongly reflected what was on the Baxter Academy charter application. The Executive Director also has a job description and responsibilities. Due to the personnel changes the Board Chair picked up development responsibilities, with the Executive Director as well as working with the Executive Director to resolve transportation issues.

In the works are plans to make Baxter Academy for Technology and Science more financially sustainable. After having completed major structural work over the past 2 summers, Baxter Academy is now looking to use the building in the summer and after school to raise more money by offering courses for current students and others.

The Principal has delegated many administrative tasks to the teachers at Baxter Academy. She reports that while this proved effective, it became difficult when there weren't opportunities for new teachers to step up and participate. Moving forward, there are plans for integrating new people, with current teachers planning a mentor program.

The Principal plans to use the Kim Marshall model for teacher evaluation, and is moving forward with implementation.

Section 7: School Climate

Baxter Academy for Technology and Science met its targets in the area of School Climate.

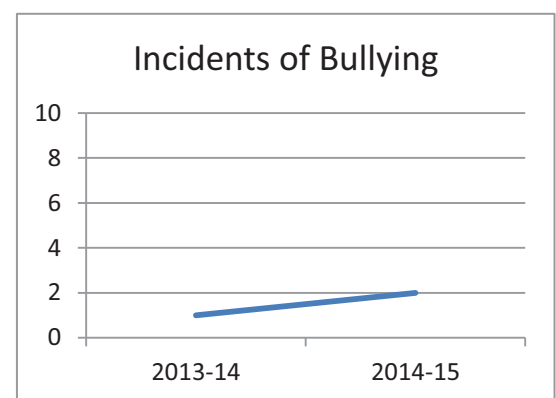
School Social and Academic Climate

Targets:

- Safe School Climate
- Family and Student Satisfaction

Performance:

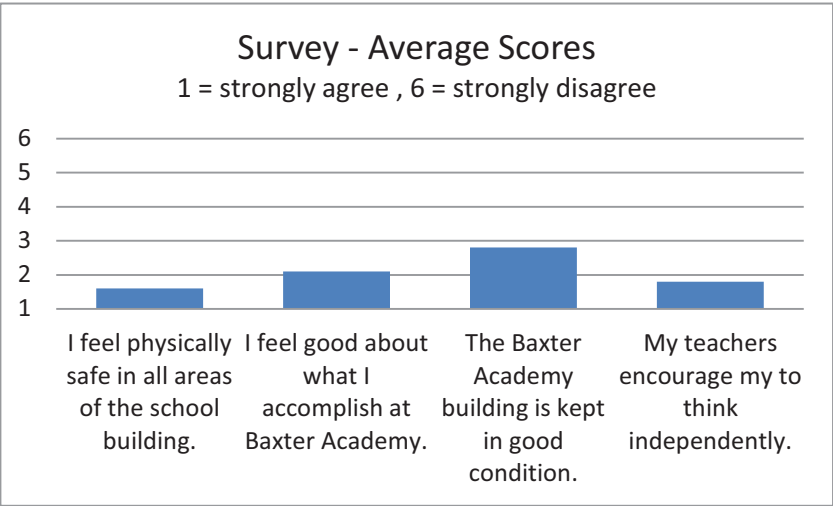
During the 2014-15 school year there were 2 reported incidents of bullying/harassment at Baxter Academy. These incidents were dealt with through the Restorative Justice process. Follow-up included parent conferences, letters of apology, weekly meetings with Head of School, and suspension.



This spring, Baxter Academy for Technology and Science teachers, students, and parents were given a satisfaction survey. 15 teachers responded (100%), 73 students responded (32%), and 80 parents responded (approximately one response for every 2.8 students).

On a scale from 1 through 6, 1 being “strongly agree,” and 6 being “strongly disagree,” all 3 groups agreed with the following statements:

- I feel physically safe in all areas of the school building.
- I feel good about what I accomplish at Baxter Academy.
- The Baxter Academy building is kept in good condition.
- My teachers encourage me to think independently.



At the end-of-year visit with the Maine Charter School Commission, Baxter Academy teachers reported that they share duties and work together, that students feel comfortable being who they are, that students receiving Special Education Services thrive, and that problem-solving together produces positive outcomes. Teachers would like more resources, time and money, to accomplish their goals.

Parents who participated in the end-of-year visit interview described Baxter as still being in start-up mode, but feel it is working for their children. Parents appreciate the commitment of Baxter’s faculty, and being able to get answers to their questions.

The students that participated in the end-of-year visit interview with the Maine Charter School Commission reported being pleased with Baxter Academy’s technology and art opportunities, particularly noting the vast array of electives offered. They appreciate the scheduling flexibility, Flex Fridays and Snow-Day projects, and being able to go out into the community. Students reported bullying rarely happens and, when it does, is addressed immediately. Students expressed concern about anticipated crowding next year with the larger student population, as well as concern regarding teachers’ inconsistency in grading from class to class. Students miss playing sports, but feel that Baxter Academy is making an effort to satisfy needs regarding activities and athletics.

To nurture the emotional and social growth of its students, Baxter has divided students into advisories with a teacher and cohort of students who remain their “home base” for their entire high school careers. Advisors have 16 students in the cohort and meet 3 times each week for 30 minutes, and every morning for 10 minutes. Advisors are alert to student needs and are responsive to them.

Section 8: Parent and Community Engagement

Baxter Academy for Technology and Science met its targets in the area of Parent and Community Engagement.

Parent and Community Engagement

Targets:

- Parent Engagement
- Community Engagement

Performance:

This year, email communications from the Principal continued on average, once a week. In addition, a texting sign-up service was utilized for information blasts around snow days, communication delays, and transportation. In addition, the website calendar was kept up to date and dates for Parent Advisory meetings were made a year in advance. Feedback from parents indicates that email communications are sufficient to provide information and are perceived as having more direct communication with the Principal than they would have otherwise at their child's previous school.

In addition to the Student Led Conferences, with a participation rate of 92.2%, participation in the Parent Advisory meetings was strong, with 20-46 attendees every month.

During the 2014-15 school year Baxter Academy for Technology and Science hosted a STEM College Fair. Seven colleges participated in the event. Six participating schools were from Maine and one was from out of state.

Baxter Academy partnered with community organizations in various capacities during the 2014-15 school year. Partnerships included internships, project partnerships, and other educational experiences. Some of the community partners are: Wells Reserve, Biodiversity Research Institute, the Gulf of Maine Research Institute, ReVision Energy, University of New England, Salt Institute, The Bob Crewe Foundation, and many more.

Section 9: Finances

Baxter Academy for Technology and Science met its targets in the area of Finances.

Financial Performance and Sustainability

Targets:

- Governing Board reviews budget and makes adjustments to ensure financial health
- School has external audit conducted

Performance:

An external audit was completed in August 2014. Baxter's line of credit is at zero as of May 2015.

According to Baxter Academy's Board Treasurer, the school raised \$183,276, which was 90 percent of the \$205,000 budgeted. As economies of scale kick in with increased enrollment numbers, the Board has reduced donation expectations in the budget for the 2015-16 school year. This budget, based on an enrollment of 320 students, has been offset with revenue from adding the final class of students. This 2015-16 budget anticipates a net income projection of \$24,713 for the end of FY16.

Section 10: Facilities & Maintenance, Food Service, and Transportation

Baxter Academy for Technology and Science met its targets in the area of Facilities, Food Service and Transportation.

Adequacy of Facilities Maintenance in Support of Program

Targets:

- School facilities meet educational and health and safety standards

Performance:

Baxter Academy is currently utilizing 75% of its classroom spaces during any given period. Empty classrooms could hold another 72-80 students, depending on the class. Other options being explored to address space concerns include utilizing two oversized rooms that could easily and affordably be divided into two classrooms; for additional classroom space, and investigating additional nearby off-site space. They anticipate thirty to forty juniors and seniors will be off-site taking courses at USM; and that this will help to alleviate any space constraints.

There have been occasional maintenance issues with plumbing and the lift at Baxter Academy, which have been addressed in a timely fashion through the building owner and outside personnel.

Baxter Academy for Technology and Science currently outsources the cleaning of its building to Get Me Clean. In the upcoming 2015-2016 school year, Baxter Academy plans to hire a custodian who will be responsible for the cleaning and maintenance of the school building. This new in-house position would continue to provide a clean and safe environment with daily cleaning, as well as help to improve the organization and appearance within each room.

Food Service & Transportation

Targets:

- Record of costs and student utilization

Performance:

Food Service

The Baxter Academy Lunch Program, with five local restaurants, offers a wide variety of healthy and fresh lunch options, including 15 menu options daily. During the 2014-2015 school year over 4,200 fresh lunches were provided to Baxter students. Approximately 39% of Baxter students participate in the lunch program. Those students who do not use the program bring their own lunch or find other local options.

During the 2014-15 school year, Baxter Academy provided over 3,100 lunches free to students eligible for free and reduced lunch. This represents approximately 74% of the total lunches provided during the 2014-15 school year and has a related cost of over \$15,500. Of the entire student population, 16% of students qualify for free or reduced lunch. Baxter Academy does not participate in any state or federal program for food service. Baxter does not provide breakfast at this time. Overall, food service expenditures were in line with budgeting for the year, and were higher this year than last year due to the increased student enrollment and student participation.

Transportation

Three bus routes were in service for the 2014-15 school year. Bus 1 and Bus 2 consistently ran at capacity (28% of eligible students), while Bus 3 operated under capacity (15-17% of eligible students). The remaining students utilized public transportation, walked, or carpoled to Baxter. The bus routes changed slightly from Year 1 to Year 2; and one new stop was added during Year 2. Including the bus contract, tolls and fuel, the transportation costs for the 2014-15 school year were \$188,000.

For the next school year, Baxter Academy for Technology and Science plans to work to shift the bus routes to accommodate the large number of students who reside in the northern and western communities. They are working with parents to support and encourage the utilization of public transportation, including the Zoom Shuttle (traveling daily between Biddeford, Saco and Portland), the MetroBus and the Falmouth Flyer. Based upon data for current and incoming students, Baxter Academy expects to be able to hold their bus contract with Luce Transportation to three buses to transport those students who have no other feasible option for traveling to Baxter. Parent volunteers from each bus route are also working to arrange student carpools, to secure financial support from local businesses in their area, and to advocate for more extensive public transportation options.

Section 11: Evidence of Mission and Vision Implementation

Mission
To be a rigorous, college preparatory high school promoting student ownership or learning through curriculum focused specifically on science, technology, engineering, and math.
Vision
To use a technology-rich, project-based learning approach to education at the secondary level.

Baxter Academy for Technology and Science students study complex, real world problems through the unique Flex Friday program, which this year included projects designing and building a 3-D printer, a dynamically stable bicycle, and a submersible robot. BA uses a technology-rich, project-based learning approach to education with all students using state-of-the art computer labs and Lenovo ThinkPad laptops equipped with industry-standard software. BA provides all students with an individualized, collaborative and interdisciplinary community of teachers who support students in mastering 21st-century skills such as problem-solving and field-based research tied to dynamic partnerships with local scientific institutes and STEM industry.

Section 12: Commendations and Recommendations

Commendations:

- The Board expanded by the addition of two highly qualified individuals.
- The Executive Director and Head of School understand their respective positions as presently constituted and report that they have an effective working relationship in the new leadership staffing arrangement.

- Through the leadership of the Head of School, many teachers volunteered and successfully took on additional administrative responsibilities.
- Teachers are excited about their teaching, feel a sense of ownership, and a strong sense of community.
- Students respect their teachers who provide them with the opportunity of taking control of their own learning.
- Staff was added to provide services to students related to their social and emotional well-being, dual enrollment, and college and career planning.
- Project-based learning through Flex Fridays has been highly successful. Neighboring schools are exploring this program.
- Students feel comfortable and safe while respecting each other. The code of conduct, “Baxtitution”, is well understood and accepted by everyone.
- The school piloted a unique snow-day individualized program that was student designed, faculty approved, and aligned with standards that might be considered as a school day rather than a non-school day; this model is being explored by other schools.
- The school continues to provide a free and reduced meal program, without federal/state support to eligible students.

Recommendations:

The Commission continues to have concerns around the role of the board as it relates to administrating, oversight, policy-making, operations, and long-term planning for the success of the school. Although the governing board has reduced its involvement in the school's day-to-day operations, the over-arching goal for the coming year should be to confine its role to strategic planning, development, policy making, and oversight.

Other recommendations:

- Priority needs to be given to find one or more new board members with strong development capabilities.
- The school should continue its efforts to expand philanthropy from a full range of sources.
- The roles and the responsibilities of the Executive Director and Head of School need to be clarified to ensure that they function collaboratively as the top leadership team in implementing the school's policies and procedures and in the overseeing the conduct of day-to-day operations and decision making.
- Due to current enrollment figures and the need for review of space requirements, the governing board needs to continue to look ahead and project what the school will look like in the future regarding the location and size of the school's facilities, budget implications and how it will get there.
- The board needs to complete and execute a formal evaluation process for Executive Director and Head of School.
- A formal plan for implementing the Kim Marshall model for assessment of faculty and staff must be executed.
- Mission and Vision statements need to be clearly positioned on the website.
- The performance measures and metric indicators need to be completed and approved by the early fall.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses by further analyzing state and local assessment data, and other means of assessment that have been used by the school.

Maine Charter School Commission

September, 2016

On April 28 and June 17, 2016, announced on-site visits were made to Baxter Academy for Technology and Science public charter school. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Services team member. The visiting team held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Jana Lapoint
Commission Member	John Bird
Commission Member	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Services team member	Roberta Lucas

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT

September 2016

Section 1: School Overview

School Name	Baxter Academy for Technology and Science (Baxter Academy)
Address	54 York Street Portland, Maine
	561 Congress St, Portland, Maine

Board Chair	Allison Crean Davis
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Executive Director	Kelli Pryor
Head of School	Michele LaForge

Year Opened	School year 2013-2014
Years in Operation	3
Number of Sending Districts	66
Grades Served	9-12
Number of Students	316 (October 1, 2015 "count day")
Teacher – Student Ratio	14:1

Mission	To be a rigorous, college preparatory high school promoting student ownership of learning through curriculum focused specifically on science, technology, engineering, and math.
Vision	To use a technology-rich, project-based learning approach to education at the secondary level.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency	X ¹		
Student Academic Growth ²			
Achievement Gaps in proficiency and growth between major student subgroups ³			
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Post-Secondary Readiness	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Food Service	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

¹ 63.3% of graduating seniors have taken all three types of courses.

² Student Academic Growth targets are based upon Maine State Testing results, which are not yet available.

³ Baxter Academy set baselines for achievement gaps in the 2015-16 school year.

Section 3: Academics

Targets:

Proficiency

- Percent of students at each grade level scoring proficient on the reading portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the mathematics portion of the Maine State Assessment.
- Percent of students at each grade level scoring proficient on the science portions of any Maine State Assessment given in a particular year.
- Proficiency on school selected standardized test in reading and math.
- 90% or more students will have taken all three types of courses by graduation (Engineering, Design, and Fabrication) beginning with the graduating class of 2018.

Growth

- Growth on State Assessment for Reading
- Growth on State Assessment for Math

Achievement Gaps

- Decrease in reported gaps in proficiency between major student subgroups on State Assessment in Reading.
- Decrease in reported gaps in proficiency in proficiency between major student subgroups on State Assessment in Math.

Performance:

Proficiency

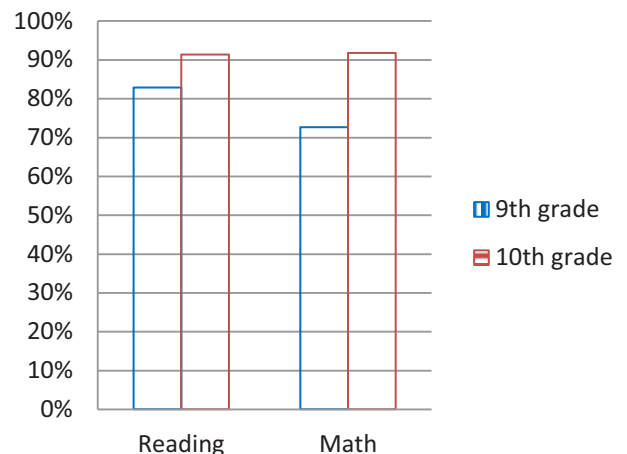
Maine State Assessment results are not yet available.

NWEA testing was conducted in April 2016. Of the 96 freshmen at Baxter Academy, 84 freshmen participated in the NWEA Math test, for a participation rate of 87.5%, and 86 freshmen participated in the NWEA Reading test, for a participation rate of 89.5%. Of the 78 sophomores at Baxter Academy, 72 sophomores participated in the NWEA Math test, for a participation rate of 92%, and 69 sophomores participated in the NWEA Reading test, for a participation rate of 88%.

Students who did not participate had conflicts such as illness, Family vacations, E block early dismissal for sports. E block was the only time for most freshmen when they were not in a core class so this was when Baxter offered the test; however some students always had to leave early at that time. Baxter offered multiple makeup days and sessions, but some students were still unable to finish testing within the two week test window

Math: 72.6% of 9th grade students who participated scored At or Above Grade Level Mean RIT in Math, and 91.7% of 10th grade students who participated scored At or Above Grade Level Mean RIT in Math.

NWEA Percent of Scores At or Above Norm Level Mean RIT



Reading: 82.8% of 9th grade students who participated scored At or Above Grade Level Mean RIT in Reading, and 91.3% of 10th grade students who participated scored At or Above Grade Level Mean RIT in Reading.

There were 78 students in the junior class at Baxter Academy who were eligible to take the SAT. 70 students participated on test day, for a participation rate of 96%. Of the eight students who did not participate three did not take the test: one chose to opt-out, one did not show on test day, and one had a state-approved waiver. The remaining five of the eight students took the test and had delayed scoring because of registration errors or due to illness, injury, or medical excuse. Including the additional five students, the SAT participation rate was 96.1%.

On the Evidence Based Reading and Writing portion of the SAT 80% of Baxter's participants met the College Career Ready Benchmark. On the Math portion 46% met the College Career Ready Benchmark.

The average SAT score for the Evidence Based Reading and Writing portion of the SAT was 560, and for Math the average was 517. State and National results are not yet available for comparison.

Baxter Academy offers classes in engineering, design, and fabrication. Of the 305 students who attended Baxter Academy during the 2015-16 school year:

- 44.9% had taken courses in Design, Fabrication, and Engineering during their tenure at Baxter.
- 38.7% had taken courses in two of these areas.
- 14.1% had taken one course in these areas.
- 97.7% of all students (9th-12th grade) had taken at least one course in engineering, design or fabrication.

63.3% of graduating seniors have taken all three types of courses. With its first two graduating classes (2016 and 2017), the school is in a ramp-up period for having the capacity to meet the requirement that 90% or more of students will take all three types of courses (Engineering, Design, and Fabrication) by graduation beginning with the graduating class of 2018.

Growth

Maine State Assessment results are not yet available.

Achievement Gaps

SAT results for students with an IEP showed 36% met the College and Career Ready Benchmark, as defined and reported by the College Board, for math. 54% met the met the College and Career Ready Benchmark, as defined and reported by the College Board for reading. Other subgroups were not reported by Baxter Academy to the Commission due to small group sizes and protecting student confidentiality.

Section 4: Enrollment and Attendance

Student Enrollment

Targets:

- An attendance rate at least 1% above the state average, with a simultaneous goal of having rates at or above 94%.
- 90% of students enrolled on the last day school indicate intent to return the following school year.
- 90% of students will maintain continuous enrollment for multiple years.

Performance:

Baxter Academy had a 94% attendance rate during the 2015-16 school year. The Maine state average for grades 9-12 for the 2015-16 school year was 93%. Baxter Academy met the target for 94% attendance rate and for having a rate at least 1% higher than the state average.

98% of students enrolled at the end of the 2015-16 school year have re-enrolled for the 2016-17 school year, meeting the 90% re-enrollment target.

Baxter Academy has maintained a continuous enrollment above 90%, with yearly re-enrollment being 94% or higher for three years, and has met the target in this area.

Section 5: Post-Secondary Readiness

- Graduation Rate
- Percent of juniors and seniors attempting dual enrollment courses.

On June 4, 2016, 49 students attended Baxter's very first graduation ceremony, and had a graduation rate of 100%.

2015-16 was the second continuous year of dual enrollment college courses offered to Baxter Academy juniors and seniors. 41% of Baxter Academy seniors (20 students) took at least one college course during the 2015-16 school year and 12% of Baxter Academy juniors (10 students) took at least one college course during the 2015-16 school year.

Preliminary data show the following post-secondary institution acceptance rates. As of June 1, 2016, 87.8% of Baxter Academy's 2016 graduates had been accepted to a post-secondary institution.

For the total number of seniors (49):		
Post Secondary Status	Number	Percent
Accepted to college	43	88%
Going on to college	41	84%
Attending 2-year institution	8	16%
Attending 4-year institution	33	67%

Section 6: Governance**Governance Board Performance & Stewardship****Targets:**

- Board conducts an annual evaluation of school leadership
- Board certifies that the facilities meet educational and health and safety standards, are clean, maintained and efficient regarding costs

Chair of the Board	Allison Crean Davis
Board Member	Patti Oldmixon
Board Member	Peter Montano
Board Member	Peter Morrison
Board Member	Ruth Dean
Board Member	Kim Gustafson
Board Member	Christian Sparling

Performance:

During the 2015-16 school year the Baxter Academy for Technology and Science Governing Board consisted of seven members, having increased from five members by adding two new seats during the year. In filling the new seats, the Board carefully considered candidates who would bring strong development potential, as well as a demonstrated commitment to the school's unique mission.

Baxter Academy transitioned its Board Chair to the position of Executive Director. The Board was able to maintain continuity of leadership with its founding vice chair moving to the position of Board Chair.

During the 2015-16 school year the Board implemented a formal review process for the school leader who reports to the board, and met the target for evaluation of school leadership.

Baxter's Governing Board holds open meetings monthly, usually on the second Tuesday. Agendas and minutes are posted on the website.

The board continues to participate in a process to secure a sustainable permanent home for Baxter that will meet all applicable health, safety and fire code requirements and will be sufficient in size to safely house the school's full enrollment, and meet ADA/ state requirements.

Section 7: Administration

During the 2015-16 school year, Baxter Academy's Executive Director retired. The position was filled with the school's founding Governing Board Chair. The current Executive Director continues work on partnerships, development, transportation, and facilities.

The Head of School continued to work with students and teachers to develop Baxter Academy's educational programs. Baxter Academy's Performance Evaluation and Professional Growth Model (PE PG) plan has been submitted to the Maine Department of Education (MDOE) and is pending approval.

Section 8: School Climate**Targets:**

- Number of behavioral incidents using state and federal reporting requirements.
- Results from annual administration of a climate survey (in-house) representing stable or rising positive perceptions from each stakeholder group concerning school climate and support for learning.

Performance:

During the 2015-16 school year there were 3 reported incidents of bullying/harassment at Baxter Academy. All three incidents were resolved in-house.

Baxter's use of mediation and the student-lead Judiciary Board (J Board) continue to be an integral part of addressing behavioral incidents. Students may opt to use the J Board or work directly with administration to address behavioral incidents and pursue conflict resolution.

During the 2015-16 school year Baxter Academy implemented the Behavior Management function of Infinite Campus. This allowed teachers to submit behavior reports to document student behavior and make connections to academic success and school climate.

An annual confidential survey of parents/guardians, students, and teachers was conducted in April 2016 and assessed 4 different domains:

- Safety (6 questions)
- Teaching and Learning (5 questions)
- Interpersonal Relationships (6 questions)
- Institutional Environment (5 questions)

Response Rates

Respondent	Total Number In School	Total Number Answering Survey	Response Rate
Parent	320	77	24.1%
Student	320	70	21.9%
Teacher (excludes staff)	25	8	32%

For each of the twenty-two questions posed in the survey, respondents could choose from a 6-point scale and where a high percent indicates a more positive response.

SAFETY	
Respondent	Percent
Parents/Guardians	86%
Students	79%
Teachers	92%
Average	86%

TEACHING AND LEARNING	
Respondent	Percent
Parents/Guardians	77%
Students	59%
Teachers	73%
Average	70%

INTERPERSONAL RELATIONSHIPS	
Respondent	Percent
Parents/Guardians	82%
Students	76%
Teachers	83%
Average	80%

INSTITUTIONAL ENVIRONMENT	
Respondent	Percent
Parents/Guardians	63%
Students	46%
Teachers	46%
Average	52%

High marks were achieved in most domains, with the lowest rankings among all three respondent categories throughout the survey in the domain of Institutional Environment. The two lowest ranked questions were:

- Baxter Academy is physically attractive (pleasing architecture, nicely decorated, etc.).
- The Baxter Academy building is kept in good condition.

Survey data was provided to the Governing Board to consider in planning for Baxter Academy's future and was shared with administration, staff and teachers to consider measures needed in all areas of the school's operations.

Baxter Academy also participated in the MCSC sponsored Panorama Education surveys in spring 2016. Results are shown in the tables below.

Family Survey								
	% favorable (responses of top 2 choices)							
	Overall	Barriers to Engagement	Family Engagement	Grit	School Climate	School Fit	School Safety	# surveys completed
Baxter Academy	70	83	17	55	85	76	91	124
MCSC Average	69	86	20	50	81	72	91	356

Student Survey								
	% favorable (responses of top 2 choices)							
	Overall	Grit	School Climate	School Engagement	School Rigorous Expectations	School Safety	School teacher-student relationships	# surveys completed
Baxter Academy	66	61	60	45	71	84	71	153
MCSC Average Grades 6-12	66	60	67	39	71	85	73	625

Staff Survey									
	% favorable (responses of top 2 choices)								
	Overall	Feedback and Coaching	Grit	Professional Learning	School Climate	School Leadership	Staff-Family Relationships	Staff-Leadership Relationships	# surveys completed
Baxter Academy	68	32	57	61	78	64	68	94	20
MCSC Average	65	35	40	56	74	67	68	87	102

The majority of responses across all scales and all three populations surveyed were positive. All three Baxter Academy populations surveyed responded positively as often as, or more than, the MCSC average.

The family survey was 70% favorable overall, 1% higher than the MCSC average. The highest scoring scale among families was School Safety (91% favorable), and the lowest was Family Engagement (17%). Baxter Academy's draws its student from a very large geographical area and uses technology to its advantage for connecting with families. Questions on this survey were directed toward face-to-face contact, not contact via

phone, video conference, or email. As explained by parents at the MCSC review team's on-site interview, families have many opportunities to connect and stay involved by using technology in addition to in-person contact.

The student survey was 66% favorable overall, the same as the MCSC average. The highest scoring scale among students was School Safety (84% favorable). The lowest scoring scale was School Engagement (45% favorable), which was consistent with the MCSC average.

The staff survey was 68% positive overall and was 3% higher than the MCSC average. The highest scoring scale among staff was Staff-Leadership Relationships (94% favorable), and the lowest scoring scale was Feedback and Coaching (32% favorable). Baxter Academy has submitted its Performance Evaluation and Professional Growth Model (PE PG) plan to the Maine Department of Education and is pending approval. Upon approval and implementation of this model, Baxter Academy will likely see increased scores on the Feedback and Coaching scale on future surveys.

Definitions:

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school

Family Engagement - The degree to which families become involved with and interact with their child's school

Feedback and Coaching - Perceptions of the amount and quality of feedback faculty and staff receive

Grit - How well students are able to persevere through setbacks to achieve important long-term goals

Professional Learning - Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff

School Climate - Perceptions of the overall social and learning climate of the school

School Engagement - How attentive and invested students are in school

School Fit - Families' perceptions of how well a school matches their child's developmental needs

School Leadership - Perceptions of the school leadership's effectiveness

School Rigorous Expectations - How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class

School Safety - Perceptions of student physical and psychological safety at school

School Teacher-Student Relationships - How strong the social connection is between teachers and students within and beyond the school

Staff-Family Relationships - Perceptions of faculty and staff relationships with the families at their school.

Staff-Leadership Relationships - Perceptions of faculty and staff relationships with school leaders

Section 9: Parent and Community Engagement

Targets:

- Frequency of communications
- Number of Parent advisory meetings
- Percent of families contributing to the annual appeal
- Participation in student-led conferences
- Portfolio of corporate, community, and/or academic partners showing growth in the depth of partner engagement and/or breadth of partners

Performance:

Communication with parents occurs weekly, and multiple time per month. Email is the most frequently used form of communication, followed by mail and web-postings. Anecdotal feedback from parents indicates that email communication is sufficient to provide information.

The school is developing a new system for communications among parents on initiatives undertaken for the school. The system will use the new parents' site on the website as a billboard and will also create an email tree system based on the school's advisory system. This will also be used as a volunteer coordination system.

Baxter Academy's Parent advisory board members meet with the head of school each trimester, and as a group, as needed.

During the 2015-16 school year Baxter Academy had 95% participation in Student Lead Conferences (SLC).

Baxter Academy reports an estimated 50 business, public, nonprofit, and individual community and academic partners working with students, faculty, and staff. Partners serve as mentors and project sponsors and offer internships. They work with Baxter to provide early-college options. Courses are open at Maine College of Art (MECA) with a special Baxter scholarship and the University of Southern Maine offers a Calculus-based Physics class taught by Baxter's physics teacher at Baxter. The University of Southern Maine's Extended Teacher Education Program (ETEP) trains teachers in Baxter's classrooms.

Baxter Academy's receipt of a federal charter school grant of \$250,000 awarded in April, 2016 will help support expansion of these partnerships and will include the following activities:

- Developing Flex Friday teacher and student handbooks to extend the ways in which the curriculum can be used at Baxter, and beyond
- Addressing gender inequalities in STEM through middle-school outreach, mentorship, awareness campaign, and a student-produced documentary film about women in STEM.
- Expanding and creating opportunity around anytime, anywhere learning, including facilitating connections and organizations working with Baxter students.
- Designing and implementing a project-based program for ELL students, including new community partnerships to accomplish this initiative.

Section 10: Finances

Financial Performance and Sustainability

Targets:

- Quarterly financial reports and end-of-year audit are available to authorizer.

Performance:

During the 2015-16 school year, ending June 30, 2016, Baxter Academy had a positive net income of \$61,731. The school did not use its line of credit during the 2015-16 school year.

Baxter Academy has received notice of award for a federal grant for \$250,000 that will help support expansion of community partnerships.

An annual financial audit was completed for FY 2015, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Section 11: Facilities & Maintenance, Food Service, and Transportation

Adequacy of Facilities Maintenance in Support of Program

Targets:

- School facilities meet educational and health and safety standards

Performance:

Baxter Academy used 100% of its classroom space during the 2015-16 school year. For the 2016-17 school year the school will add two additional classrooms at the 561 Congress Street facility. At the 54 York Street facility, two oversized rooms will be divided into two classrooms to provide additional classroom space.

For the 2016-17 school year, Baxter Academy will change its building cleaning arrangement from a contracted service to two half-time custodians who will be responsible for the cleaning and maintenance of our school building.

The school's Governing Board continues to provide guidance and oversight for long-term facilities solutions. Baxter Academy's Climate Survey revealed low scores in student perception of the current facilities.

Food Service

Targets:

- Record of costs and student utilization

Performance

Food service expenditures were in line with Baxter Academy's budgeting for the year, and were higher this year due to the increased student enrollment and student participation.

Baxter Academy does not have kitchen facilities; however, it offers a unique meal program to students. The lunch program encompasses a partnership with five local restaurants (b.good, Zen Chinese Bistro,

Kamasouptra, Portland Pie, and Subway) who offer a wide variety of healthy and fresh lunch options, daily, at a fee of \$5/meal. Students eligible for federal Free and Reduced Meals are provided with meals at a free or reduced rate. Students who do not use Baxter Academy's lunch program bring their own lunch or find other local options.

5,138 lunches provided between 9/1/15-5/19/16

- 31% of student body participates in off-site vendor provided lunch program.
- 3070 (59.7%) lunches provided to F/RE students.
- Cost for free lunches = \$16,910 (Paid for by Baxter Academy)
- Cost for reduced lunches = \$1,224 (Paid for by Baxter Academy)
- Cost for all other students is \$5/meal.

Baxter Academy does not provide breakfast at this time; however, a Flex Friday project is serving light breakfast items three days per week as a fundraising endeavor.

Transportation

Providing transportation has been a logistical challenge for Baxter Academy, which serves a large geographic area (4,500 sq miles). Students travel to Baxter using multiple means of transportation, including school provided busing. Bus routes change based on where our students reside and to meet their transportation needs. Baxter has a contract with Luce Transportation to run three bus routes.

Students from the south use the Zoom shuttle-bus (traveling between Biddeford, Saco and Portland). The remaining students either utilize public transportation in-town Portland, walk, or drive/carpool to Baxter.

During the 2015-16 school year bus utilization for the morning was 23% and was 30% for the afternoon. Baxter Academy did not receive any complaints regarding transportation.

Section 12: Evidence of Mission and Vision Implementation

Mission
To be a rigorous, college preparatory high school promoting student ownership or learning through curriculum focused specifically on science, technology, engineering, and math.
Vision
To use a technology-rich, project-based learning approach to education at the secondary level.

Baxter Academy students study complex, real-world problems both in classroom work and through the school's unique Flex Friday program. This year, Baxter Academy students are building a FIRST⁴ robot with an innovative transmission, designing a program to teach European history through Minecraft, traveling to Africa to teach sustainable farming practices to small-scale farmers, training as magicians to work with terminally ill children, and reimagining American high schools. They are teaming up with Pika Energy to bring an innovative wind turbine to the residential market. They are making documentaries for partners such as Leadership Maine, Maine Medical Center, and Wells Reserve. They are working in biomedical research labs at Maine Medical Center Research Institute, graphically designing brochures, advertisements, and media pieces to promote Baxter, and building a new, smarter website for Baxter Academy.

⁴ FIRST Robotics is a major robotics competition founded by Dean Kamen

Section 12: Commendations and Recommendations

Commendations:

- Baxter Academy met its targets in several areas: attendance, enrollment, reenrollment, post-secondary readiness, college acceptance, financial performance and sustainability, governance, facilities, food service, climate, and engagement.
- The School clarified its leadership structure with the Head of School and Executive Director.
- The governing board made strides with both their organization and demonstrated a seamless continuity of leadership with the board vice chair becoming the chair when the chair moved into the position of executive director.
- The school continues to have strong Community outreach.
- The school is commended on taking care of students' needs for transition to college
- The school was awarded a substantial federal grant.
- Flex Friday continues to be strong by fulfilling the schools educational requirements.
- The school is commended on its continued work by improving transportation opportunities for students.
- During the 2015-2016 school year, 257 out of 325 (79%) Baxter students participated in 2 or more days of snow-day learning that was connected to content standards and/or guiding principles allowing them to continue their anytime/anywhere learning.
- Good cooperation and participation of on-line classes through USM, SMCC and Fort Kent.
- Strong participation and development of student led conferences with teachers, students and parents.
- Financials changes especially since the school not having to use its line of credit for the year.
- Observably high level of openness, communication, and respect between all grade levels of students.

Recommendations:

- The school should continue working to secure a permanent location for the school in one facility.
- The school should continue to grow fund raising capacity.
- The school should be sure the teacher evaluation process is followed through.
- The school should continue to build the school's positive culture with each incoming freshman class.
- The school should continue to expand board membership with a variety of backgrounds
- The school should continue to reach out in the community to find more opportunities for students to participate in research and learning and internships.
- The school should work toward achieving stronger participation in surveys.
- The school should make NWEA completion a priority and should look for higher student participation during the two-week test window.